

CAH5622: SELECTED READINGS IN CHINESE LANGUAGE AND LITERATURE

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Selected Readings in Chinese Language and Literature

Subject Code

CAH - Chinese and History

Course Number

5622

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

Chinese

Medium of Assessment

Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

CTL5622 Selected Readings in Chinese Language and Literature

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to enrich students' knowledge of Chinese language and literature and enhance their ability to critically and creatively interpret Chinese literary texts through a close reading of extended selections from literary texts by Chinese writers from ancient to modern. This course will also introduce students to varied styles and rhetorical techniques of literary Chinese, aiming to enhance their sophistication in writing.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1 Identify special forms and structure in Chinese language and various genres of Chinese literary texts		x		
2 Compare different styles and rhetorical techniques of literary Chinese			x	x
3 Analyze Chinese literary texts to make new discoveries and detect literary subtleties previously overlooked			x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1 Lecture	Students will engage in lectures to gain knowledge about special forms and structure in Chinese language from ancient to modern, and important concepts and background information concerning genres and rhetorical techniques of Chinese literature.	1, 2, 3	
2 Tutorial	Students will engage in group discussion, presentations and debates to analyze selected pieces of literary texts critically and creatively and make new discoveries.	2, 3	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Individual term paper: to assess students' critical ability in understanding the importance and significance of selected reading(s) of Chinese Language and/ or Literature	1, 2, 3	45	Initiating dialogues, degree of participation etc
2	Group presentation and a well organised and coherent PowerPoint: the topics will be assigned by the instructor in accordance with the progress of the lectures.	1, 2, 3	30	
3	In-class discussion: includes students' participation in discussions during tutorials, and peer review of tutorial presentation.	1, 2, 3	25	

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Individual term paper (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- Ability to integrate various resources into primary and secondary levels as demanded;
- Ability to integrated ideas and opinions which can keep to the point, clear-cut subject, and distinct themes;
- Ability to criticize and analysis with convincing statement and creative comment.

Excellent

(A+, A, A-) Strong evidence of:

- Rich content ability to integrate various resources into primary and secondary levels as demanded;
- Rigorous organization, coherent structure, systematic composition;
- Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Good

(B+, B, B-) Some evidence of:

- Rich content ability to integrate various resources into primary and secondary levels as demanded;
- Rigorous organization, coherent structure, systematic composition;
- Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- Sufficient and organized references which can be utilized in accordance with the topic.

- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Fair

(C+, C, C-) Limited evidence of:

- Rich content ability to integrate various resources into primary and secondary levels as demanded;
- Rigorous organization, coherent structure, systematic composition;
- Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Marginal

(D)

- Adequate content, ability to integrate resources generally based as demanded limited or irrelevant use of resources;
- Loose organization;
- Ability to express relevant points to the subject matter;
- References are insufficient ability to provide some reasonable personal comments, but no clear demonstration;
- Sentence fluency and diction is acceptable.

Failure

(F)

- Vague and devoid of content, weak ability to integrate limited resources;
- Loose organization, without distinct primary and secondary levels;
- Unsystematic ideas which cannot express the subject matter or relevant themes;
- Summary of references, no personal idea and/ or unreasonable comment;
- Seriously insufficient/ no reference;
- Over use of existing quotations and relevant research.

Assessment Task

Group presentation and a well organised and coherent PowerPoint (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- Ability to explain with rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; rigorous organization, coherent structure, balanced composition;
- Ability to criticize and analysis with convincing statement and creative comment.

Excellent

(A+, A, A-) Strong evidence of:

- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Good

(B+, B, B-) Some evidence of: - Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; - Rigorous organization, coherent structure, balanced composition; - Critical analysis, convincing statement and creative comment; - Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Fair

(C+, C, C-) Limited evidence of:

- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Marginal

(D)

- Loose organization, but acceptable identified content.
- Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials;
- Simple and unilateral comments, without clear explanation;
- Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery.

Failure

(F)

- Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes;
- Loose organization, without distinct primary and secondary structure;
- Devoid of personal comment and/or unreasonable opinion;
- Softly voice, indistinct pronunciation and improper diction, seriously over time.

Assessment Task

In-class discussion (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- Ability to identify and analyze the topics critically with excellent grasp of the materials and in-depth knowledge of the subject matter;
- Ability to interpret independent opinions effectively and efficiently.

Excellent

(A+, A, A-) Strong evidence of:

- Active in-class participation, positive listening, ability to stimulate class discussion and comment on other points;
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

Good

(B+, B, B-) Some evidence of:

- Active in-class participation, positive listening, ability to initiate class discussion and comment on other points;
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

Fair

(C+, C, C-) Limited evidence of:

- Active in-class participation, positive listening, ability to initiate class discussion and comment on other points;
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

Marginal

(D) Marginally satisfies the basic requirements of participation.

Failure

(F) Fail to meet minimum requirements of participation.

Assessment Task

Individual term paper (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

- Ability to integrate various resources into primary and secondary levels as demanded;
- Ability to integrated ideas and opinions which can keep to the point, clear-cut subject, and distinct themes;
- Ability to criticize and analysis with convincing statement and creative comment.

Excellent

(A+, A, A-) Strong evidence of:

- Rich content ability to integrate various resources into primary and secondary levels as demanded;
- Rigorous organization, coherent structure, systematic composition;
- Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Good

(B+, B) Some evidence of:

- Rich content ability to integrate various resources into primary and secondary levels as demanded;
- Rigorous organization, coherent structure, systematic composition;
- Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Marginal

(B-, C+, C)

- Adequate content, ability to integrate resources generally based as demanded limited or irrelevant use of resources;
- Loose organization; - Ability to express relevant points to the subject matter;
- References are insufficient ability to provide some reasonable personal comments, but no clear demonstration;
- Sentence fluency and diction is acceptable.

Failure

(F)

- Vague and devoid of content, weak ability to integrate limited resources;
- Loose organization, without distinct primary and secondary levels;
- Unsystematic ideas which cannot express the subject matter or relevant themes;
- Summary of references, no personal idea and/ or unreasonable comment;
- Seriously insufficient/ no reference;
- Over use of existing quotations and relevant research.

Assessment Task

Group presentation and a well organised and coherent PowerPoint (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

- Ability to explain with rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; rigorous organization, coherent structure, balanced composition;
- Ability to criticize and analysis with convincing statement and creative comment.

Excellent

(A+, A, A-) Strong evidence of:

- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;

- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Good

(B+, B) Some evidence of:

- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Marginal

(B-, C+, C)

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Assessment Task

In-class discussion (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

- Ability to identify and analyze the topics critically with excellent grasp of the materials and in-depth knowledge of the subject matter;
- Ability to interpret independent opinions effectively and efficiently.

Excellent

(A+, A, A-) Strong evidence of:

- Active in-class participation, positive listening, ability to stimulate class discussion and comment on other points;
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

Good

(B+, B)

Some evidence of:

- Active in-class participation, positive listening, ability to initiate class discussion and comment on other points;
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

Marginal

(B-, C+, C) Marginally satisfies the basic requirements of participation.

Failure

(F) Fail to meet minimum requirements of participation.

Part III Other Information

Keyword Syllabus

Literary Language; Genres; Chinese poetry, prose, drama, and fiction; Traditional and Modern; Lyric and Narrative; Metaphor; Symbol; Image; Structure; Perspective; Style

Reading List

Compulsory Readings

Title	
1	N/A

Additional Readings

Title	
1	陳望道：《修辭學發凡》（上海：上海教育出版社，2001年）
2	王力：《詩詞格律》（香港：中華書局，2002年）
3	葛兆光：《漢字的魔方》（上海：復旦大學出版社，2008年）
4	吳調公：《文學分類的基本知識》（武漢：長江文藝出版社，1982年）
5	陳植鏗：《詩歌意象論：微觀詩史初探》（北京：中國社會科學出版社，1990年）
6	古遠清，孫光萱：《詩歌修辭學》（武漢：湖北教育出版社，1995年）
7	陳平原：《中國小說敘事模式的轉變》（上海：上海人民出版社，1988年）
8	胡亞敏：《敘事學》（武漢：華中師範大學出版社，1994年）
9	羅鋼：《敘事學導論》（昆明：雲南人民出版社，1994年）
10	俞元桂等選編：《中國現代散文理論》（南寧：廣西人民出版社，1984年）
11	熊禮匯：《中國古代散文藝術史論》（武漢：湖北人民出版社，2005年）
12	夏傳才：《詩經語言藝術新編》（北京：語文出版社，1998年）
13	高友工，梅祖麟：《唐詩的魅力》（上海：上海古籍出版社，1989年）
14	郭預衡：《中國散文史》（上海：上海古籍出版社，1986—1999年）
15	蔣伯潛，蔣祖怡：《駢文與散文》（上海：上海書店，1997年）
16	陳必祥：《古代散文文體概論》（臺北：文史哲出版社，1995年）
17	趙義山、李修生主編：《中國分體文學史：詩歌卷》（上海：上海古籍出版社，2001年）
18	趙義山、李修生主編：《中國分體文學史：散文卷》（上海：上海古籍出版社，2001年）
19	趙義山、李修生主編：《中國分體文學史：戲曲卷》（上海：上海古籍出版社，2001年）
20	趙義山、李修生主編：《中國分體文學史：小說卷》（上海：上海古籍出版社，2001年）
21	李新宇：《中國當代詩歌藝術演變史》（杭州：浙江大學出版社，2000年）
22	沈義貞：《中國當代散文藝術演變史》（杭州：浙江大學出版社，2000年）
23	金漢：《中國當代小說藝術演變史》（杭州：浙江大學出版社，2000年）
24	羅錦堂：《錦堂論曲》，台北：聯經出版事業公司，1979。
25	曾永義：《中國古典戲劇的認識與欣賞》，台北：正中書局，1991。