

CAH5708: GREAT WORKS OF CHINESE LITERATURE, HISTORY AND PHILOSOPHY

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Great Works of Chinese Literature, History and Philosophy

Subject Code

CAH - Chinese and History

Course Number

5708

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

CTL5708 Great Works of Chinese Literature, History and Philosophy

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to provide students with in-depth study of selected great works in Chinese literature, history and philosophy. Students will learn to explore the origins and developments of the selected book(s). They will also learn how to discover and analyse the features and significances of the selected book(s). Texts from one to three great works shown below are taught in this course: (a) Book of Odes 詩經; (b) Commentary of Zuo 左傳; (c) Classic of Rites 禮記; (d) Classic of Changes 易經; (e) Analects 論語; (f) Mencius 孟子; (g) Xunzi 荀子; (h) Laozi 老子; (i) Zhuangzi 莊子; (h) Record of the Great Historian 史記; (i) Book of Han 漢書 and (j) others.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Recognize the origins, different versions (if any) and structures of the selected works;	20	x	x	
2	Explain and discover the relationship between ancient Chinese historical / philosophical writings and literature;	20	x	x	
3	Discover and analyze literary features in the selected works in their own wordings;	20	x	x	x
4	Point out the importance and influence of the selected works; and	20	x	x	
5	Evaluate leading scholars' commentaries on the selected works.	20	x	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	<p>Lecture</p> <p>Learning through engaging with lectures. The origins and structures of the selected works are explained.</p> <p>Students will discover and analyse the relationship between Chinese historical / philosophical writings and literature are discussed.</p> <p>Various literary features in the selected works are discussed.</p> <p>The importance and influence the selected works are highlighted.</p> <p>Students will learn how to explain commentaries, old and new, on the selected works.</p>	1, 2, 3, 4, 5	
2	<p>Tutorial and Assignment</p> <p>Students will learn to reveal the literary components of the given Chinese historical / philosophical writings.</p> <p>Students will participate in examining the literary features of the given works by using the methods acquired in lectures.</p> <p>Students will re-interpret and evaluate the commentaries of the given works.</p>	2, 3, 5	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1 Group presentation - Each group is required to make an oral presentation closely related to what they have learned in lectures.	2, 3, 5	35	
2 In-class discussion - Students will show their spirituality of learning. Students will engage in small group discussion, class exercises.	1, 2, 3, 4, 5	15	
3 Assignment - Students will explore the literary features in the given works or evaluate the commentaries on the selected works by using the methods explained in lectures and recognized in tutorials.	2, 3, 5	50	

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Group presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

This assessment will be graded on content and fluency of presentation. The individual or group delivering presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection, integration analysis of the resources. They require showing their abilities to lead the classmates into participating in the discussion.

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

This assessment will be graded on performance in learning activities. Students are required to actively participate in lectures and tutorials. They also need to express their ideas and comments in discussion.

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, listening comprehension, ability to participate in 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 the participation.

Failure

(F) Fail to meet minimum requirements of participation.

Assessment Task

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

Criterion

This assessment will be graded on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources, build up argument and analyse.

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;
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- 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 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;
- Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.

Assessment Task

Group presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

This assessment will be graded on content and fluency of presentation. The individual or group delivering presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection, integration analysis of the resources. They require showing their abilities to lead the classmates into participating in the discussion.

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;
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- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Marginal

(B-, C+, C)

- Loose organization, but acceptable identified content;
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- Simple and unilateral comments, without clear explanation;
- Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery.

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Assessment Task

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

Criterion

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

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(B+, B) Some evidence of:

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- Sufficient pre-class preparation and familiarity with peer reports and other materials.

Marginal

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

Failure

(F) Fail to meet minimum requirements of participation.

Assessment Task

Assignment (for students admitted from Semester A 2022/23 to Summer Term 2024)

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- 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 as demanded limited or irrelevant use of resources;
- Loose organization;
- Ability to express relevant points to the subject matter;
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- Sentence fluency and diction is acceptable.

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 - Summary of references, no personal idea and/ or unreasonable comment;
 - Seriously insufficient/ no reference;
 - Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.
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Part III Other Information

Keyword Syllabus

Literature, history, philosophy, classical text, commentary, Book of Odes Commentary of Zuo Classic of Rites Classic of Changes Analects Mencius Xunzi Laozi Zhuangzi Record of the Great Historian Book of Han.

Reading List

Compulsory Readings

Title	
1	劉鴻武：《文史哲與人生：人文學科論綱》。昆明：雲南大學出版社，2010。
2	岳麓書社編：《文史哲學者治學談》。長沙：岳麓書社，1983。

Additional Readings

Title	
1	Lau, D.-C. (劉殿爵). 1983. The Analects. Hong Kong: Chinese University Press.
2	Lau, D.-C. (劉殿爵). 1989. Tao Te Ching. Hong Kong: Chinese University Press. Legge, James (理雅各). 1960. The Chinese Classics; with a Translation, Critical and Exegetical Notes, Prolegomena, and Copious Indexes. Hong Kong: Hong Kong University Press.
3	王叔岷. 1999. 《莊子校詮》。台北：中央研究院歷史語言研究所。
4	朱熹. 1961. 《詩集傳》。香港：中華書局。
5	程俊英、蔣見元《詩經注析》上下冊，北京：中華書局，1991
6	沈玉成, 劉寧. 1992. 《春秋左傳學史稿》。北京：中華書局。
7	劉笑敢《老子古今：五種對勘與析評引論》，北京：北京社會科學院，2006
8	劉笑敢《莊子哲學及其演變》，北京：北京社會科學院，1993
9	陳鼓應《老子今注今譯》，北京：商務印書館，2003
10	陳鼓應《老莊新論》，香港：中華書局，1991
11	陳鼓應. 1984. 《莊子註譯及評介》。北京：中華書局。
12	童書業. 1980. 《春秋左傳研究》。上海：上海人民出版社。
13	楊伯峻. 1980. 《論語譯註》。北京：中華書局。
14	楊伯峻. 1981. 《春秋左傳注》。北京：中華書局。