

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Summer Term 2020**

Part I Course Overview

Course Title: Special Topics in Hong Kong Literature and Culture

Course Code: CAH5731

Course Duration: 1 semester

Credit Units: 3

Level: P5

Medium of Instruction: Chinese

Medium of Assessment: Chinese

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

Hong Kong is branded as a multicultural city. Mixing of Chinese heritage and western influences is the main feature of Hong Kong culture. The portrayals of Hong Kong are varied in sources from different periods. The course aims at providing students with a comprehensive study of selected topics in Hong Kong literature from the early 20th century to the present. It also helps students appreciate and analyze some important masterpieces in literature, which will provide a basic overview of the historical, social, and cultural developments of Hong Kong. Upon completion of the course, students can recognize the Hong Kong's images in various literary sources; obtain knowledge of Hong Kong's social changes, culture and values from a multicultural perspective; and explore the uniqueness of Hong Kong's culture.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Ability to transfer the knowledge of Hong Kong's cultural and historical developments by various topics in Hong Kong literature.		√		
2.	Recognition of the Hong Kong's images and culture in literary texts.		√	√	
3.	Enhancement of the ability to appreciate and analyze the works of Hong Kong literature.		√	√	
4.	Development of analytical skills and critical thinking in organizing an oral presentation as well as writing a term paper.		√	√	√
		100%			

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 self-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.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures	The instructor will provide the knowledge during the lectures to analyze the topics' content. Students are expected to actively participate in class discussions.	√	√	√				
Tutorials and	Students will give an oral							

oral presentation	presentation. The audience should give responses to the presenter, raise questions and actively participate in class discussions.	√	√	√	√			
Online reflection	After the oral presentation, the audience should give written responses to the presenter; raise questions and discussion on Canvas.	√	√	√	√			
Term paper or project	Students should create a well-structured and creative essay or project with a bibliography and proper citation.	√	√	√	√			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
Class participation and performance	√	√	√				20%	
Oral presentation	√	√	√	√			25%	
Online reflection	√	√	√	√			15%	
Term paper or project	√	√	√	√			40%	
Examination: - (duration: -)							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class participation and performance	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.	Strong evidence of: <ul style="list-style-type: none"> 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. 	Some evidence of: <ul style="list-style-type: none"> 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. 	Limited evidence of: <ul style="list-style-type: none"> Active in-class participation, listening comprehension, ability to participate class discussion and comment on other points; Sufficient pre-class preparation and familiarity with peer reports and other materials. 	Marginally satisfy the basic requirements of the participation.	Fail to meet the minimum requirements of the participation.
2. Oral presentation	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,	Strong evidence of: <ul style="list-style-type: none"> 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, 	Some evidence of: <ul style="list-style-type: none"> 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, 	Limited evidence of: <ul style="list-style-type: none"> 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, 	<ul style="list-style-type: none"> Loose organization, but acceptable identified content; Adequate understanding of the readings and indication of grasp of the general ideas, limited or irrelevant use of reading 	<ul style="list-style-type: none"> 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

	<p>integration, analysis of the resources. They require showing their abilities to lead the classmates into participating in the discussion.</p>	<p>convincing statement and creative comment;</p> <ul style="list-style-type: none"> • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<p>convincing statement and creative comment;</p> <ul style="list-style-type: none"> • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<p>convincing statement and creative comment;</p> <ul style="list-style-type: none"> • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<p>materials;</p> <ul style="list-style-type: none"> • Simple and unilateral comments, without clear explanation; • Acceptable pronunciation and expression; few mistakes in diction, but no influence on general delivery. 	<p>primary and secondary structure;</p> <ul style="list-style-type: none"> • Devoid of personal comment and/or unreasonable opinion; • Softly voice, indistinct pronunciation and improper diction, seriously over time.
3. Online reflection	<p>This assessment will be graded on rationality, clarity and fluency of argument and comment. Students should demonstrate the ability to build up argument and analysis.</p>	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources; • 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; • Ability to criticize different facts and statements, to 	<p>Some evidence of:</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources; • 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; • Ability to criticize different facts and statements, to 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources; • 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; • Ability to criticize different facts and statements, to provide practical and innovative comments 	<ul style="list-style-type: none"> • Adequate content, ability to integrate resources, limited or irrelevant use of resources; • Loose organization; • Ability to express relevant points to the subject matter; • Ability to use references, provide some reasonable personal comments, but no clear demonstration. 	<ul style="list-style-type: none"> • 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

		provide practical and innovative comments with convincing demonstration.	provide practical and innovative comments with convincing demonstration.	with convincing demonstration.		personal idea and comment, or providing unreasonable comment; <ul style="list-style-type: none"> • Inability to respond to others, devoid of content and unclear comment.
4. Term paper or project	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 analysis.	Strong evidence of: <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels; • 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 	Some evidence of: <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels; • 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 	Limited evidence of: <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels; • 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 	<ul style="list-style-type: none"> • Adequate content, ability to integrate resources, 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 	<ul style="list-style-type: none"> • 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;

		<p>accordance with the topic;</p> <ul style="list-style-type: none"> • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>accordance with the topic;</p> <ul style="list-style-type: none"> • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>topic;</p> <ul style="list-style-type: none"> • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>diction is acceptable.</p>	<ul style="list-style-type: none"> • 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 (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Colonial legacy, Western influence, Chinese heritage, Southbound writers, native writers; folk culture, popular literature and culture, South China, Pearl River Delta.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	鄭樹森、黃繼持、盧瑋鑾：《早期香港新文學資料選一九二七---一九四一年》，香港：天地圖書有限公司，1998。
2.	鄭樹森、黃繼持、盧瑋鑾：《國共內戰時期香港本地與南來文人作品選，一九四五--一九四九》，香港：天地圖書有限公司，1999。
3.	盧瑋鑾：《香港的憂鬱：文人筆下的香港(一九二五 - 一九四一)》，香港：華風書局，1983。
4.	也斯：《香港文化空間與文學》，香港：青文書屋，1996。

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	也斯、黃淑嫻：《也斯的五〇年代：香港文學與文化論集》，香港：中華書局香港有限公司，2013。
2.	朱耀偉：《香港流行歌詞研究：七十年代中期至九十年代中期》，香港：三聯書店(香港)有限公司，1998。
3.	朱耀偉：《詞中物：香港流行歌詞探賞》，香港：三聯書店香港有限公司，2007。
4.	余光中：《文學的沙田》，台北：洪範書店，1985。
5.	周文彬：《當代香港寫實小說散文概論》，廣州：廣東高等教育出版社，1998。
6.	張詩劍：《香港作家作品研究》，香港：香港文學報社，2005。
7.	黃仲鳴：《香港三及第文體流變史》，香港：香港作家協會，2002。
8.	黃冠翔：《異鄉情願：台灣作家的香港書寫》，台北：獨立作家，2014。
9.	葉靈鳳：《香港方物志》，香港：上海書局，1973。
10.	趙稀方：《小說香港：香港的文化身份與城市觀照》，三聯書店(香港)有限公司，2018。
11.	蔡益懷：《港人敘事：八、九十年代香港小說中的「香港形象」與敘事範式》，香港：香港作家協會，2001。
12.	鄧聖時：《書寫屏山：香港新界屏山鄧氏宗族表述本土歷史文化傳統文獻彙編》，香港：香港科技大學華南研究中心，2013。
13.	鄭培凱、游子安、張為群、卜永堅主編：《嶺南歷史與社會》，香港：香港城市大學出版社，2003。
14.	盧瑋鑾：《香港文縱：內地作家南來及其文化活動》，香港：華漢文化事業公司，1987。