

CAH2106: SELECTED READINGS IN CHINESE POETRY

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Selected Readings in Chinese Poetry

Subject Code

CAH - Chinese and History

Course Number

2106

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

Chinese

Medium of Assessment

Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course offers students with the basic knowledge of classical Chinese poetry, analysis of selected works with focus on themes, formal attributes, stylistic developments, aesthetic qualities and cultural-historical contexts. It will also introduce students to discover and analyze the features of the classical Chinese poetry and equip them with various traditional and modern approaches of poetic criticism.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify major poets, groups of poets, and poetic anthologies in classical Chinese literature;	20	x		
2	Recognise themes, images, structures, styles, and genres of classical Chinese poetry;	20	x		
3	Theorize the contents and literary features of Chinese classical poetry (such as tonal pattern, rhyme scheme, antithesis, syntax, style, etc.) critically. To discover and appreciate the aesthetics, moral and ethical dimensions of classical Chinese poetry;	30	x	x	
4	Analyse the intellectual, cultural, and social background of different stages of the Chinese classical poetry development.	30		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.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Teaching will be primarily conducted in lectures.	1, 2, 3
2	Reading	Reading books and articles related to the topics.	1, 2, 3
3	Tutorial	Presentation, Improvised writing, discussion, critical analysis of selected readings and students' assignments.	3, 4

4	Written Assignment	Extensive writing practice for different themes and genres.	3, 4	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Participation: Students should actively participate in discussions and class activities including poems dictation. It is also an evaluation of the preparatory work that students should do before they attend the tutorials. The teacher will give students practice and exercises in class.	2, 3	20	
2	Presentation This task will grade on content and fluency of presentation. Students delivering presentation should have thoroughly studied and researched their topic including collection, reading, selection, integration, analysis of the resources. They require showing their abilities to lead the classmates into participating in the discussion. They are required to hand in a well organised and coherent power point assignment.	3, 4	20	
3	Poetry writing Two creative assignments with clearly explanation (10 % for each poetry writing).	2, 3, 4	20	
4	Term paper (around 4000 words) This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources, build up argument and analyse.	2, 3, 4	40	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Participation

Criterion

Students are required to actively participate in discussions and express their ideas in tutorials. They should demonstrate pre-class preparation.

Excellent (A+, A, A-)

Strong evidence of:

- Active in-class participation, positive listening, ability to simulate 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 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 the participation

Assessment Task

Presentation

Criterion

This assessment will grade on content, creativity and fluency of presentation.

Excellent (A+, A, A-)

Strong evidence of:

- Excellent grasp of the writing techniques and extensive knowledge of the subject matter;
- Excellent linguistic competence and writing skills to express ideas creatively;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Good (B+, B, B-)

Some evidence of :

- Excellent grasp of the writing techniques and extensive knowledge of the subject matter;
- Excellent linguistic competence and writing skills to express ideas creatively;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Fair (C+, C, C-)

Limited evidence of :

- Excellent grasp of the writing techniques and extensive knowledge of the subject matter;
- Excellent linguistic competence and writing skills to express ideas creatively;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Marginal (D)

Marginally satisfies the basic requirements of the presentation.

Failure (F)

Fail to meet minimum requirements of presentation.

Assessment Task

Poetry writing

Criterion

This part will grade on the command of the writing techniques, creativity of assignments with clear explanation.

Excellent (A+, A, A-)

Strong evidence of:

- Excellent grasp of the writing techniques and extensive knowledge of the subject matter;
- Excellent linguistic competence and writing skills to express ideas creatively;
- Rigorous organization, coherent structure, systematic composition.

Good (B+, B, B-)

Some evidence of :

- Excellent grasp of the writing techniques and extensive knowledge of the subject matter;
- Excellent linguistic competence and writing skills to express ideas creatively;
- Rigorous organization, coherent structure, systematic composition.

Fair (C+, C, C-)

Limited evidence of :

- Excellent grasp of the writing techniques and extensive knowledge of the subject matter;
- Excellent linguistic competence and writing skills to express ideas creatively;
- Rigorous organization, coherent structure, systematic composition.

Marginal (D)

Marginally satisfies the basic requirements of the poetry writing.

Failure (F)

Fail to meet minimum requirements of the poetry writing.

Assessment Task

Term paper

Criterion

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

Excellent (A+, A, A-)

Strong evidence of :

- Rich content, ability to integrate various resources into primary and secondary levels based on demand ;

- 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 based on demand ;
- 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 based on demand ;
- 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)

Marginally satisfies the basic requirements of the term paper.

Failure (F)

Fail to meet minimum requirements of the term paper.

Part III Other Information

Keyword Syllabus

Classical Chinese poetry, classical Chinese poet, poetic development, poetic criticism, tonal pattern, rhyme scheme, antithesis, syntax, style

Reading List**Compulsory Readings**

	Title
1	陳子展撰述；范祥雍、杜月村校閱：《詩經直解》(上海：復旦大學出版社，1983年)。
2	蕭統編；李善等注：《六臣注文選》(北京：中華書局，1987年)。
3	郭茂倩編：《樂府詩集》(北京：中華書局，1979年)。
4	逯欽立輯校：《先秦漢魏晉南北朝詩》(北京：中華書局，1983年)。
5	高步瀛選注：《全本唐宋詩舉要》(北京：中國書店，2011年)。
6	王夫之評選；李金善點校：《明詩評選》(保定：河北大學出版社，2008年)。
7	沈德潛選編；李克和等校點：《清詩別裁集》(長沙：岳麓書社，1998年)。

Additional Readings

	Title
1	王力著：《詩詞格律概要》(香港：中華書局，2002年)。
2	許時庚編：《增廣詩韻合璧》(香港：興記書莊，1953年)。
3	何文煥、丁福保編：《歷代詩話統編》(北京：北京圖書館出版社，2003年)。
4	周振甫著：《詩詞例話全編》(重慶：重慶大學出版社，2011年)。
5	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)。
6	陸侃如、馮沅加著：《中國詩史》(濟南：山東大學出版社，1996年)。
7	吉川幸次郎著；高橋和巳編；章培恒等譯：《中國詩史》(上海：復旦大學出版社，2001年)。
8	李日剛著：《中國詩歌流變史》(台北：文津出版社，1987年)。
9	清聖祖敕撰：《全唐詩》(北京：中華書局，1990年)。
10	喻守真編注：《唐詩三百首詳析》(香港：中華書局，2007年)。
11	北京大學古文獻研究所編；傅璇琮主編：《全宋詩》(北京：北京大學出版社，1991-年)。
12	全明詩編纂委員會編：《全明詩》(上海：上海古籍出版社，1990年)。
13	高友工、梅祖麟著；李世耀譯；武菲校：《唐詩的魅力》(上海：上海古籍出版社，1989年)。
14	葉嘉瑩著：《迦陵論詩叢稿》(北京：中華書局，1984年)。
15	葉嘉瑩著：《中國古典詩歌評論集》(廣州：廣東人民出版社，1982年)。
16	葉維廉著：《中國詩學》(台北：台灣大學出版中心，2014年)。
17	黃永武，《中國詩學》(思想篇、設計篇、鑑賞篇、考據篇)(台北：巨流圖書公司，1976-79年)。
18	金啓華、朱一清、程自信主編；王國璽等撰：《詩經鑒賞辭典》(合肥：安徽文藝出版社，1990年)。
19	吳小如等撰：《漢魏六朝詩鑒賞辭典》(上海：上海辭書出版社，1992年)。
20	蕭滌非等撰：《漢魏晉南北朝隋詩鑒賞詞典》(太原：山西人民出版社，1989年)。
21	蕭滌非等撰：《唐詩鑒賞辭典》(上海：上海辭書出版社，1983年)。
22	繆鉞等撰：《宋詩鑒賞辭典》(上海：上海辭書出版社，1987年)。
23	錢仲聯等撰：《元明清詩鑒賞辭典》(上海：上海辭書出版社，1994年)。