CAH3131: CLASSICAL CHINESE

Effective Term
Semester A 2024/25

Part I Course Overview

Course Title
Classical Chinese

Subject Code
CAH - Chinese and History

Course Number
3131

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
CTL2130 Modern ChineseCAH2130 Modern Chinese

Equivalent Courses
CTL3131 Classical Chinese

Exclusive Courses
Nil

Part II Course Details

Abstract

This course aims to help students acquire a comprehensive, basic knowledge of the Classical Chinese language and to introduce them to the general principles of analysing selected essays written in classical Chinese, using a learning discovery approach.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Demonstrate a command of sufficient vocabulary to understand classical Chinese	60	x	x	x
2	Apply fundamental analytic methods to discover the grammatical rules in classical Chinese	20	x	x	x
3	Demonstrate research skills for further independent study	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	Lecture	Lectures will introduce key concepts and issues in the study of classical Chinese. Special emphasis is placed on the classical lexicon, the use of reference books, grammar, classical function words, Chinese rhetoric, and sentence types of classical Chinese. An example-based learning discovery approach is adopted in which each theory, principle and guideline is illustrated with examples from various sources.	1, 2, 3	One hour per week

2	Tutorial	Tutorials will feature selected classical Chinese essays from a wide variety of sources. Students will be guided with the analysis of these texts by making use of the methods and learning discovery introduced in the lectures.A number of tutorial groups are formed, each containing three to four students. Each group is responsible for (1) one oral presentation with a written report, and (2) one review on a presentation made by another group. Students who are neither presenting nor commenting but are actively participating in the discussion will be awarded extra marks.	1, 2, 3	Two hours per week.
3	Assignment	Students are required to hand in a term paper. The paper will focus on the study of the linguistic phenomena covered in the lectures and tutorials.	1, 2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Tutorial paper	1, 2, 3	25	
2	Peer review of tutorial paper	1, 2, 3	10	
3	Participation	1, 2, 3	20	
4	Term paper	1, 2, 3	45	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Tutorial paper

Criterion

A tutorial group is responsible to lead the class for discussion in an innovative way on classical Chinese essays assigned by the teacher. Group members should also compile a written report covering their viewpoint on the said article.

Excellent (A+, A, A-)

1. Excellent command of knowledge in Classical Chinese studies.
2. Excellent critical thinking ability in reviewing academic article related to Classical Chinese studies.
3. Excellent application of theories in Classical Chinese studies.
4. Excellent ability in knowledge application.5. Excellent collaborative skills and interactions with the fellow classmates.

Good (B+, B, B-)

1. Good command of knowledge in Classical Chinese studies.
2. Good critical thinking ability in reviewing academic article related to Classical Chinese studies.
3. Good application of theories in Classical Chinese studies.
4. Good ability in knowledge application.5. Good collaborative skills and interactions with the fellow classmates.

Fair (C+, C, C-)

1. Fair command of knowledge in Classical Chinese studies.
2. Fair critical thinking ability in reviewing academic article related to Classical Chinese studies.
3. Fair application of theories in Classical Chinese studies.
4. Fair ability in knowledge application.5. Fair collaborative skills and interactions with the fellow classmates.

Marginal (D)

1. Marginal command of knowledge in Classical Chinese studies.
2. Marginal critical thinking ability in reviewing academic article related to Classical Chinese studies.
3. Marginal application of theories in Classical Chinese studies.
4. Marginally acceptable ability in knowledge application.
5. Marginally acceptable collaborative skills and interactions with the fellow classmates.

Failure (F)

1. Unsatisfactory command of knowledge in Classical Chinese studies.
2. Unsatisfactory critical thinking ability in reviewing academic article related to Classical Chinese studies.
3. Unsatisfactory application of theories in Classical Chinese studies.
4. Unsatisfactory ability in knowledge application.
5. Unsatisfactory acceptable collaborative skills and interactions with the fellow classmates.

Assessment Task

Peer review of tutorial paper

Criterion

Students are required to examine the tutorial paper and give their own discoveries on the topics of the tutorial paper.

Excellent (A+, A, A-)

1. Excellent command of knowledge in Classical Chinese studies.
2. Excellent critical thinking ability in reviewing academic article related to Classical Chinese studies.
3. Excellent application of theories in Classical Chinese studies.
4. Excellent ability in knowledge application.

Good (B+, B, B-)

1. Good command of knowledge in Classical Chinese studies.
2. Good critical thinking ability in reviewing academic article related to Classical Chinese studies.
3. Good application of theories in Classical Chinese studies.
4. Good ability in knowledge application.

Fair (C+, C, C-)

1. Fair command of knowledge in Classical Chinese studies.
2. Fair critical thinking ability in reviewing academic article related to Classical Chinese studies.
3. Fair application of theories in Classical Chinese studies.
4. Fair ability in knowledge application.

Marginal (D)

1. Marginal command of knowledge in Classical Chinese studies.
2. Marginal critical thinking ability in reviewing academic article related to Classical Chinese studies.
3. Marginal application of theories in Classical Chinese studies.
4. Marginally acceptable ability in knowledge application.

Failure (F)

1. Unsatisfactory command of knowledge in Classical Chinese studies.
2. Unsatisfactory critical thinking ability in reviewing academic article related to Classical Chinese studies.
3. Unsatisfactory application of theories in Classical Chinese studies.
4. Unsatisfactory acceptable ability in knowledge application.

Assessment Task

Participation

Criterion

Students are encouraged to participate the discussions in the class lectures and the tutors.

Excellent (A+, A, A-)

Excellent command of knowledge in Classical Chinese studies.

Good (B+, B, B-)

Good command of knowledge in Classical Chinese studies.

Fair (C+, C, C-)

Fair command of knowledge in Classical Chinese studies.

Marginal (D)

Marginal command of knowledge in Classical Chinese studies.

Failure (F)

Unsatisfactory command of knowledge in Classical Chinese studies.

Assessment Task

Term paper

Criterion

Students are required to explain their own discoveries on the linguistic features in a topic of Classical Chinese.

Excellent (A+, A, A-)

1. Excellent command of knowledge in Classical Chinese studies.
2. Excellent critical thinking ability in analyzing the topic.
3. Excellent application of theories in Classical Chinese studies.

Good (B+, B, B-)

1. Good command of knowledge in Classical Chinese studies.
2. Good critical thinking ability in analyzing the topic.

3. Good application of theories in Classical Chinese studies.

Fair (C+, C, C-)

1. Fair command of knowledge in Classical Chinese studies.
2. Fair critical thinking ability in analyzing the topic.
3. Fair application of theories in Classical Chinese studies.

Marginal (D)

1. Marginal command of knowledge in Classical Chinese studies.
2. Marginal critical thinking ability in analyzing the topic.
3. Marginal application of theories in Classical Chinese studies.

Failure (F)

1. Unsatisfactory command of knowledge in Classical Chinese studies.
2. Unsatisfactory critical thinking ability in analyzing the topic.
3. Unsatisfactory application of theories in Classical Chinese studies.

Part III Other Information

Keyword Syllabus

Classical lexicon; the use of reference books; grammar of classical function words; sentence types of classical Chinese; Chinese rhetoric; footnoting and explanations; common forms of classical writings; selected essays; application of classical Chinese in practical Chinese writing (letters, memoranda, etc.).

Reading List

Compulsory Readings

	Title
1	古代漢語 郭錫良等著 北京 商務印書館1999
2	新譯古文觀止 謝冰瑩等註譯 台北 三民書局 1997
3	訓詁學初稿 周大璞主編 武昌：武漢大學出版社 1991
4	簡明漢語史 向熹編著 北京 高等教育出版社 1993
5	漢語詞義學 蘇新春著 廣州 廣東教育出版社 1992
6	漢語詞匯學引論 許威漢著 北京 商務印書館 1992
7	古漢語詞匯綱要 蔣紹愚著 北京 北京大學出版社 1989
8	古漢語語法及其發展 楊伯峻、何樂士著 北京 語文出版社 1989

Additional Readings

	Title
1	Nil