

CAH3133: INTRODUCTION TO CHINESE DOCUMENTOLOGY

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Introduction to Chinese Documentology

Subject Code

CAH - Chinese and History

Course Number

3133

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

CTL3133 Introduction to Chinese Documentology

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to help students acquire analytical and research ability in the study of Chinese and provide them with an academic grounding for graduate studies in Chinese documentology, using a learning discovery approach.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	use the classification techniques for both traditional Chinese reading materials		x		
2	retrieve information from libraries by using the traditional book cataloguing system		x	x	
3	identify the authenticity and authorship of Chinese classics by using a learning discovery approach		x	x	
4	apply traditional annotation techniques to the study of classical Chinese text		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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Large Class Learning Activities	1. Concepts and general knowledge of Chinese documentology are explained primarily in lectures. Each theory and principle will be explained and illustrated with examples from various sources. Students will participate in group discussions. 2. A number of study groups will be formed. Each group is responsible for an oral presentation with a written report on their own discoveries on a selected topic. Students will have to be well prepared for each session and give feedback on fellow students' presentations. 3. Primary materials finding and data analysis will be practiced.	1, 2, 3	
2	Readings	Chapters, articles and supplementary materials on special topics of Chinese documentology.		

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Oral presentation and written report	1, 2, 3, 4	30	
2	Peer review of oral presentation and written report	3, 4	15	
3	Discussion	1, 2, 3, 4	15	
4	Research Project	1, 2, 3, 4	40	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Tutorial presentation and written report

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

Peer review of oral presentation and written report

Criterion

Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration; Ability to give feedback on fellow students' presentations.

Excellent (A+, A, A-)

Strong evidence of :

- Rich content, ability to integrate various resources 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;
- Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration.

Good (B+, B, B-)

Some evidence of :

- Rich content, ability to integrate various resources 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;
- Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration.

Fair (C+, C, C-)

Limited evidence of:

- Rich content, ability to integrate various resources 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;
- Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration.

Marginal (D)

- Adequate content, ability to integrate resources generally based on demand, 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
- Ability to respond to other comments in simple terms.

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 comment, or providing unreasonable comment;
- Inability to respond to others, devoid of content and unclear comment.

Assessment Task

Discussion

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 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, 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 the participation.

Failure (F)

Fail to meet minimum requirements of participation

Assessment Task

Research Project

Criterion

Ability to integrate various resources into primary and secondary levels on demand. Ability to integrate ideas and opinions which can keep to the point, clear-cut subject, and distinct themes. Ability to criticize and analyze 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 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)

- Adequate content, ability to integrate resources generally based on demand, 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.

Part III Other Information

Keyword Syllabus

Chinese books classification: Traditional four sectors (四部); Textual Criticism: Verifying edition; checking authenticity for identifying the authenticity and authorship of Chinese classics; annotation: punctuation of old books; explanation; translation; foot-noting.

Reading List

Compulsory Readings

Title	
1	Nil

Additional Readings

Title	
1	屈萬里、昌彼得著；潘美月增訂：《圖書版本學要略》，臺北：中國文化大學出版部，1986。
2	李致忠：《古書版本學概論》，北京：北京圖書館出版社，1990。
3	昌彼得、潘美月：《中國目錄學》，臺北：文史哲，1986。
4	姚名達：《目錄學》，臺北：臺灣商務印書館，1988。
5	王叔岷：《斲讎學：補訂本；斲讎別錄》，北京：中華書局，2007。
6	程千帆、徐有富：《校讎廣義：校勘編》，濟南：齊魯書社，1998。
7	王欣夫：《文獻學講議》，上海：上海古籍出版社，1986。
8	張舜徽：《中國文獻學》，鄭州：中州書畫社，1982。
9	孫欽善：《中國古文獻學史》，北京：中華書局，1994。
10	孫欽善：《中國古文獻學文選》，南京：江蘇教育出版社，2008。
11	吳小如、吳同賓著：《中國文史工具資料書舉要》，天津：天津古籍出版社，2002。
12	臺灣中央研究院“漢籍電子文獻” http://www.sinica.edu.tw/~tdbproj/handy1/
13	香港中文大學“漢達古文獻資料庫” http://www.chant.org/
14	Chinese Historgraphy for Chinese History http://www.princeton.edu/chinese-historiography/index.xml