

## The Hong Kong Polytechnic University

### Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

<b>Subject Code</b>	CHC133P
<b>Subject Title</b>	Pre-modern Chinese Literature 中國古代文學
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Exclusion: CC2C11MP, CC3161 and CC3161P
<b>Objectives</b>	<p>This subject introduces the students to traditional Chinese literature before 1911, with particular attention to the development of major literary genres and forms, along with relevant cultural, social, and historical contexts. Organized by themes and chronological order, this subject aims to reveal the beauty of traditional Chinese literature and to uncover the mind and sensibilities of their writers.</p> <p>By reading both literary works and materials on relevant social and cultural traditions, students will (1) develop familiarity with a variety of traditional Chinese literary forms, genres, and works; (2) gain a general knowledge of the social and cultural traditions that gave rise to the flourishing of Chinese literature; (3) understand and appreciate the diversity of Chinese cultural traditions by the end of the semester. This subject will also help students develop the essential skills of analysis and articulation required for further academic work.</p> <p>Medium of Instruction: Putonghua</p>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a) Develop familiarity with a variety of traditional Chinese literary forms, genres, and works;</li> <li>b) gain a general knowledge of the social and cultural traditions that gave rise to traditional Chinese literature;</li> <li>c) enhance their ability in critical thinking, analytical reasoning, and academic research;</li> <li>d) develop the essential skills of analysis and articulation required for further academic work;</li> <li>e) communicate and write coherently and elegantly for the conveyance of ideas and sentiments.</li> </ol>

<p><b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i></p>	<ol style="list-style-type: none"> <li>1. Introduction: significances of pre-modern Chinese literature</li> <li>2. Forms and genres of pre-modern Chinese literature</li> <li>3. Literary writings in early China</li> <li>4. Rhapsody (<i>fu</i>) in the Han dynasty</li> <li>5. Rhymed poetry (<i>shi</i>) in the Six dynasties</li> <li>6. Unrhymed writings in the Six dynasties</li> <li>7. Poetry (<i>shi</i>) in the Tang dynasty</li> <li>8. Song lyric (<i>ci</i>) in the Song dynasty</li> <li>9. Prose writings in the Tang-Song period</li> <li>10. Colloquial song (<i>sanqu</i>) in the Yuan dynasty</li> <li>11. Drama in late imperial China</li> <li>12. Fiction in later imperial China</li> <li>13. Accomplishment and influence of premodern Chinese literature on modern Chinese literature and world literature</li> </ol>																																																						
<p><b>Teaching/Learning Methodology</b> <i>(Note 3)</i></p>	<p>The course consists of lecture, discussion, oral presentation, and writing exercise.</p> <p>Students need to finish all assigned readings before coming to class. Lectures include introduction of a variety of forms and genres of pre-modern Chinese literature, extensive analysis of selected literary texts, as well as the historical background, the social context, the cultural significance, and historical impact of pre-modern Chinese literature. Students will discuss in classroom and present in tutorial sessions on the emotional-ideological content, social-cultural context, artistic accomplishment, and compositional skill of selected literary works. They will also conduct research on selected topics and write academic term papers.</p>																																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i></p>	<table border="1" data-bbox="497 1301 1358 1944"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. In-class assessment</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Tutorial Presentation and Written Report</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. 2 Quizzes</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>4. Term Paper</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. In-class assessment	10%	✓	✓	✓	✓			2. Tutorial Presentation and Written Report	20%	✓	✓	✓	✓	✓		3. 2 Quizzes	40%	✓	✓	✓	✓			4. Term Paper	30%	✓	✓	✓	✓	✓		Total	100 %						
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	<ol style="list-style-type: none"> <li>1. Instructor will assign readings to students every week. The readings include the content of each topic of this course. Students need to read them carefully and participate in classroom discussion.</li> <li>3. Tutorial presentations are especially suited for students' presentation of their own understanding of issues arising from the lectures. They also make it easy for the teacher to evaluate their mastery of the intended learning outcomes.</li> <li>4. The 2 quizzes are designed to assess students' understanding of basic facts related to the development of premodern Chinese literature introduced in the lectures.</li> <li>5. The term paper is about 2000 words on a topic related to the course subject. It is designed to assess students' mastery of the main content of the course and their ability to conduct research.</li> </ol>	
<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>	26 Hrs.
	<ul style="list-style-type: none"> <li>▪ Tutorial</li> </ul>	13 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Reading</li> </ul>	42 Hrs.
	<ul style="list-style-type: none"> <li>▪ Writing</li> </ul>	36 Hrs.
	<ul style="list-style-type: none"> <li>▪ Discussion</li> </ul>	6 Hrs.
<b>Reading List and References</b>	<p>曹雪芹（約 1715-1763）、高鶚（約 1738-1815）著，《紅樓夢》。北京：人民文學出版社，2005。</p> <p>Chang, Kang-I Sun, and Stephen Owen, eds. <i>The Cambridge History of Chinese Literature</i>. Cambridge : Cambridge University Press, 2010 （中譯本：孫康宜、宇文所安主編，劉倩等譯，《劍橋中國文學史》。北京：三聯書店，2015）。</p> <p>陳伯海主編，《唐詩彙評》。3冊。杭州：浙江教育出版社，1995。</p> <p>傅璇琮、羅聯添主編，《唐代文學研究論著集成》。西安：三秦出版社，2004。</p> <p>葛曉音，《八代詩史》，北京：中華書局，2007年。</p> <p>葛曉音，《唐詩宋詞十五講》。北京：北京大學出版社，2013年。</p> <p>梅新林，《紅樓夢哲學精神》。上海：華東師範大學出版社，2007。</p> <p>梅新林，《當代中國古代文學研究：1949-2009》。北京：中國社會科學出版社，2013。</p> <p>Plaks, Andrew H. <i>The Four Masterworks of the Ming Novel: Ssu ta ch'i-shu</i>. Princeton, N. J.: Princeton University Press, 1987.（中譯本：浦安迪著，沈亨壽譯，《明代小說四大奇書》，北京：三聯書店，2015）。</p> <p>魯迅，《中國小說史略》，《魯迅全集》第九卷，北京：人民文學出版社，2005。</p> <p>吳小如等編，《漢魏六朝詩鑒賞辭典》。上海：上海辭書出版社，2003年。</p> <p>孫洙（蘅塘退士）編、喻守真注，《唐詩三百首詳析》。香港：中華書局，2000。</p>	

	<p>湯顯祖（1550-1616）著，徐朔方、楊笑梅校注，《牡丹亭》。北京：人民文學出版社，2002。</p> <p>王力，《詩詞格律》。北京：中華書局，2000。</p> <p>王立，《心靈的圖景：文學意象的主題史研究》。上海：學林，1999。</p> <p>王國維撰，馬美信疏證，《宋元戲曲史疏證》，上海：復旦大學出版社，2004。</p> <p>吳楚材（1655-?）、吳調侯編，王英志注，《古文觀止注評》。南京：鳳凰出版社，2015。</p> <p>袁行霈，《中國文學概論（增訂本）》。北京：北京大學出版社，2010。</p> <p>葉嘉瑩，《迦陵論詞叢稿》。北京：北京大學出版社，2000。</p> <p>章培恒、駱玉明，《中國文學史新著（增訂本第二版）》。上海：復旦大學出版社，2011。</p> <p>朱東潤主編，《中國歷代文學作品選》（六冊本）。上海：上海古籍出版社，1979-1980。</p> <p>朱祖謀（上彊村民）編、唐圭璋箋注，《宋詞三百首箋注》。上海：上海古籍出版社，1979。</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020