

## 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>	CHC324P
<b>Subject Title</b>	Chinese Literature Before Print: Origins to the sixth century C.E. 印刷前的中國文學：從萌芽至公元六世紀
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This class will afford students an introduction to the development of Chinese literature and literary traditions prior to the proliferation of block printing in the sixth century CE. Through reading, critiquing, and actively reflecting on works of ancient and medieval Chinese literature, students should expect to gain a more thorough understanding of the major aesthetic, political, and intellectual developments in premodern Chinese civilization. By examining native Chinese modes of genre formation, rhetoric, collection, conceptions of authorship, as well as early theories of literature and literary criticism, students will build a foundation for the critical reading and analysis of texts. Through assignments and discussions, the course will also enable students to develop their skills of argumentation, writing, and reasoning.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a) Identify the major genres of literature in ancient China, and discuss their evolution and use.</li> <li>b) Distinguish forms, themes, media environments, and concerns (aesthetic, political, or personal) that animated literary developments in Chinese manuscript culture.</li> <li>c) Critically discuss the editorial decisions that gave rise to transmitted anthologies of literature.</li> <li>d) Better appreciate the significance of both canonical (e.g. famous literary works) and non-canonical sources, for illuminating different aspects of literary history</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1) Foundations: Aesthetic patterning in Zhou verses and inscriptions</li> <li>2) The <i>Shijing</i> and its place in the development of Chinese poetics</li> <li>3) The use and application of literature in early texts and rhetoric</li> <li>4) Early narrative forms</li> <li>5) Media matters: writing, literacy, canon formation, and the transmission of texts</li> <li>6) Literary and philosophical prose</li> <li>7) The <i>Chuci</i>, compilation and the development of authorship</li> <li>8) <i>Han fu</i>, <i>yue-fu</i> traditions and the beginnings of secular poetry</li> </ol>

	<p>9) Six dynasties poetry: aesthetics and legacy  10) Literary theories from the <i>Book of Documents</i> to <i>Wenxing diaolong</i>  11) The <i>Wen xuan</i>, its contents, compilation, and later significance  12) Dunhuang literature and vernacular traditions</p>																																								
<p><b>Teaching/Learning Methodology</b>  (Note 3)</p>	<p>The course will be conducted primarily by a combination of lecture, active learning in-class exercises, and whole class discussion sessions. Students will spend most of their preparation time outside class in the close reading of selected primary sources in annotated classical Chinese editions and modern translations. Supplemental/textbook readings and lectures will help contextualize the selected readings and provide a framework for interpreting and discussing the texts. For the group and final projects, students will also be asked to do some independent research beyond the materials presented in class. Quizzes will be used to assess students' comprehension of the readings; discussion board posts will be used to gauge students' engagement with the readings and/or develop themes of interest for further exploration in the final project. A final project will require students to undertake some independent research and give an oral presentation that summarizes.</p>																																								
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  (Note 4)</p>	<table border="1" data-bbox="536 891 1342 1503"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">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> </tr> </thead> <tbody> <tr> <td>1. In-class assessment</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Short quizzes</td> <td>20%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Midterm paper (s)</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Final project, including oral presentation</td> <td>35%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="4"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>In-class assessment will be necessary for participation in active learning exercises and discussions, for which prompts will be provided. These exercises, which may culminate in in-class written, discussion, or group responses to the prompts, will enable student to actively construct knowledge from the readings and lecture material. Participation in online discussion forum will provide another means of active participation. The instructor will assess progress towards the intended learning outcomes based on the written and oral responses in-class and online.</p> <p>Short quizzes will be structured so as to encourage students to complete the required readings and construct knowledge by anticipating the main points, themes, and features of the readings which might be on the quiz.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. In-class assessment	25%	✓	✓	✓	✓	2. Short quizzes	20%	✓	✓			3. Midterm paper (s)	20%	✓	✓	✓	✓	4. Final project, including oral presentation	35%	✓	✓	✓	✓	Total	100 %				
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	<p>A midterm paper or short papers, written in response to a prompt that requires student to make comparisons of literary works around a theme or themes, will assess the extent to which students are progressing toward all learning outcomes.</p> <p>A final project, which will take the form of a paper, video, web-based or other independent project, will require the student to construct or synthesize knowledge from different components of the course, and engage in some independent research around a theme of particular interest. The final product will be designed and evaluated with respect to the intended learning outcomes.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	15 Hrs.
	▪ In-class prompts and group exercises	12 Hrs.
	▪ Seminar discussion	12 Hrs
	Other student study effort:	
	▪ Reading	55 Hrs.
	▪ Writing	20 Hrs.
	▪ Project research	5 Hrs.
	Total student study effort	
<b>Reading List and References</b>	<ul style="list-style-type: none"> <li>• Chang, Kang-i Sun. <i>Six Dynasties Poetry</i>. Princeton, N.J.: Princeton University Press, 1986.</li> <li>• Minford, John, and Joseph S. M. Lau, eds. <i>Classical Chinese Literature: An Anthology of Translations</i>. New York : Hong Kong: Columbia University Press ; The Chinese University Press, 2000.</li> <li>• Nienhauser, William H., ed. <i>The Indiana Companion to Traditional Chinese Literature</i>. Bloomington, IN: Indiana University Press, 1986.</li> <li>• Owen, Stephen, ed. <i>Readings in Chinese Literary Thought</i>. Harvard-Yenching Institute Monograph Series 30. Cambridge, MA: CEAS; Harvard University Press, 1992.</li> <li>• Rong Xinjiang 荣新江. "Language and Literature in Light of Dunhuang Studies." In <i>Eighteen Lectures on Dunhuang</i>, translated by Imre Galambos. Leiden: Brill, 2013.</li> <li>• Xiao Tong, ed. <i>Wen Xuan, or Selections of Refined Literature</i>. Translated by David R. Knechtges. 3 vols. Princeton, N.J.: Princeton University Press, 1982.</li> <li>• Yu, Pauline. <i>The Reading of Imagery in the Chinese Poetic Tradition</i>. Princeton, N.J.: Princeton University Press, 1987.</li> </ul>	

	<ul style="list-style-type: none"><li>• Yu, Pauline, Peter Bol, Stephen Owen, and Willard Peterson. <i>Ways With Words: Writing About Reading Texts from Early China</i>. University of California Press, 2000.</li></ul>
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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