

## The Hong Kong Polytechnic University

### Subject Description Form

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

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| <b>Subject Code</b>                                    | CHC2CM11P   |
| <b>Subject Title</b>                                   | Celebrated Literary Chinese Writings<br>中國古典文學名篇  |
| <b>Credit Value</b>                                    | 3   |
| <b>Level</b>   | 2   |
| <b>Pre-requisite /<br/>Co-requisite/<br/>Exclusion</b> | Exclusion: CC221 and CC3161 and CC3161P and CC2C11P and CC2CM11P  |
| <b>Objectives</b>                                      | This course introduces the student to celebrated pieces of classical Chinese rhymed and unrhymed writings to reveal the beauty of classical Chinese and to uncover the mind and sensibilities of their writers. In addition to analytical appreciation of the artistry and literary merits of such works, which contribute to the shaping of Chinese culture, their generic characteristics will be also studied to guide the student to master the theory and basic techniques of classical Chinese and its application to present day language use.   |
| <b>Intended Learning Outcomes</b><br><i>(Note 1)</i>   | Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a) recognize the various forms of traditional Chinese literature</li> <li>b) know in depth the worldview, cultural values and social customs conveyed in exemplary writings</li> <li>c) enhance their ability in critical thinking, analytical reasoning, and academic research</li> <li>d) learn from a wealth of celebrated pieces compositional techniques to improve their own writings</li> <li>e) write coherently and elegantly for the conveyance of ideas and sentiments</li> </ul> |

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|   | f) fulfill the Chinese Reading and Writing Requirements  |   |  |                     |             |   |
| <b>Subject Synopsis/<br/>Indicative Syllabus</b><br><br><i>(Note 2)</i>   | <ol style="list-style-type: none"> <li>1) Introduction: Significance of literature and writing in Chinese culture</li> <li>2) Forms and genres of classical literary writings</li> <li>3) Subject matters and themes of classical writings</li> <li>4) History of classical Chinese literature</li> <li>5) Celebrated rhymed pieces I: poetry (<i>shi</i>)</li> <li>6) Celebrated rhymed pieces II: song lyric (<i>ci</i>)</li> <li>7) Celebrated rhymed pieces III: rhapsody (<i>fu</i>)</li> <li>8) Celebrated rhymed pieces IV: colloquial song (<i>sanqu</i>)</li> <li>9) Celebrated unrhymed pieces I: proses</li> <li>10) Celebrated unrhymed pieces II: drama</li> <li>11) Celebrated unrhymed pieces III: fiction</li> <li>12) Accomplishment and influence of classical Chinese literature on modern Chinese literature and world literature</li> <li>13) Comment and analysis of student writings</li> </ol> |   |  |                     |             |   |
| <b>Teaching/Learning<br/>Methodology</b><br><br><i>(Note 3)</i>           | <p>The course consists of lecture, discussion, oral presentation, writing exercise, and critique of student writings.</p> <p>Students will do assigned reading before coming to class. Lectures include introduction to the forms and genres of literary and practical writings, as well as extensive analysis of celebrated pieces in terms of their literary distinction, cultural significance, historical impact, and social relevance.</p> <p>Students will discuss in classroom and present in tutorial their written reports on the emotional-ideological content, social-cultural context, artistic accomplishment, and compositional skill of selected pieces. They will also do research on selected topics and write academic term papers.</p>  |   |  |                     |             |   |
| <b>Assessment<br/>Methods in<br/>Alignment with<br/>Intended Learning</b> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">Specific assessment</td> <td style="width: 33%; padding: 5px;">% weighting</td> <td style="width: 33%; padding: 5px;">Intended subject learning outcomes to be assessed</td> </tr> </table>  |   |  | Specific assessment | % weighting | Intended subject learning outcomes to be assessed |
| Specific assessment   | % weighting  | Intended subject learning outcomes to be assessed |  |                     |             |   |

| Outcomes<br>(Note 4)  | methods/tasks                            | (Please tick as appropriate)                                     |   |   |   |   |   |   |  |
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|   |  | a  | b | c | d | e | f |   |  |
|   | 1. In-Class Discussion and Participation | 10%  | v | v | v | v |   |   |  |
|   | 2. Final Quiz                            | 30%  | v | v | v | v |   | v |  |
|   | 3. Oral Presentation                     | 20%  | v | v | v | v | v | v |  |
|   | 4. Term Paper                            | 40%<br>(10% graded by the CLC and 30% by the subject instructor) | v | v | v | v | v | v |  |
|   | Total                                    | 100 %  |   |   |   |   |   |   |  |
| <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> <li>1. Instructor will assign weekly readings for each topic of the class. Students need to finish weekly readings, attend the class, and participate in weekly classroom discussions. The in-class discussion and participation assessment will be based on the students' participation, including active responses to the instructor's questions and contributions to the class discussion. This part of assessment will test students' grasp of essential knowledge related to the class content.</li> <li>2. A final quiz will test the students' mastery of lecture content and class materials as well as the students' ability to incorporate what they learn from the class and their analytical skills into written answers.</li> <li>3. An oral presentation will test the students' ability to understand the class materials, locate research materials independently, as well as their skills of articulating their thoughts, collaborating with others, and presenting their thoughts well in front of the class.</li> <li>4. The term paper requires students to conduct research and write a paper on a topic related to the course subject. It is designed to assess students' mastery of the main content, the ability to locate research topics, to conduct academic research independently, and to write</li> </ol> |  |  |   |   |   |   |   |   |  |

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|                                      | satisfactory Chinese-language argumentative essays.   |          |
| <b>Student Study Effort Expected</b> | Class contact:  |          |
|                                      | ▪ Lecture   | 26 Hrs.  |
|                                      | ▪ Tutorial  | 13Hrs.   |
|                                      | Other student study effort:   |          |
|                                      | ▪ Reading   | 42 Hrs.  |
|                                      | ▪ Writing   | 36 Hrs.  |
|                                      | ▪ Discussion  | 6 Hrs.   |
|                                      | Total student study effort  | 123 Hrs. |
| <b>Reading List and References</b>   | <p><b><u>Required Reading List</u></b><br/> (CR) 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。(Students are required to read around 20 pages per week and in total around 200 pages of this book according to weekly topic.)</p> <p><b><u>References</u></b><br/> 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。<br/> 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）。<br/> 陳伯海主編，《唐詩彙評》。3冊。杭州：浙江教育出版社，1995。<br/> 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。<br/> 葛曉音，《八代詩史》，北京：中華書局，2007年。<br/> 葛曉音，《唐詩宋詞十五講》。北京：北京大學出版社，2013年。<br/> 梅新林，《紅樓夢哲學精神》。上海：華東師範大學出版社，2007。<br/> 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。<br/> 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）。<br/> 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。<br/> 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。<br/> 湯顯祖（1550-1616）著，徐朔方、楊笑梅校注，《牡丹亭》。北京：人民文</p> |          |

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|  | <p>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>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> |
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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.