

### Subject Description 科目簡介

<b>Subject Code</b> 科目編號	CHC5302
<b>Subject Title</b> 科目名稱	Appreciation of Chinese Classical Rhymed Writings 中國韻文欣賞
<b>Credit Value</b> 學分	3
<b>Level</b> 程度	5
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b> 科目宗旨	<p>This course introduces the various forms of rhymed writings in Chinese literature. It seeks to uncover the mind and sensibilities of the writers through analytical appreciation of the artistry in their works. It also discusses the role classical rhymed writings in the shaping of Chinese culture.</p> <p>本科介紹我國各種韻文之體裁，賞析歷代名家作品，分析其內容與寫作技巧，瞭解作者之思想感情，並探討其與中華文化形塑的關係。</p>
<b>Intended Learning Outcomes</b> 學習成果	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"><li>(a) recognize the forms of rhymed writings;</li><li>(b) better appreciate various rhymed writings in classical literature;</li><li>(c) grasp the subtleties of Chinese words;</li><li>(d) know the values and views of life of the literati;</li><li>(e) acquire basic skills to attempt lyrical and communicative writing using rhymed patterns.</li></ul> <p>學員修畢此科，應能</p> <ul style="list-style-type: none"><li>(a) 認識各種韻文之體裁；</li><li>(b) 提高欣賞韻文之能力；</li><li>(c) 瞭解中國文字之妙用；</li><li>(d) 知道古人的價值觀和人生觀；</li><li>(e) 獲得自行創作以抒情達意的基本技能。</li></ul>
<b>Subject Synopsis/ Indicative Syllabus</b>	(1) Introduction: The significance of rhymed writings in Chinese literature and culture

<p>科目摘要/ 教學大綱陳述</p>	<p>(2) The foundation of Chinese rhymed writings: The form, the content and the influence of the <i>Odes</i> and the <i>Songs of Chu</i></p> <p>(3) Appreciation of selections from the <i>Odes</i></p> <p>(4) Appreciation of selections from the <i>Songs of Chu</i></p> <p>(5) Han dynasty rhapsody: Its literary characteristics and famous pieces</p> <p>(6) Ancient style poetry and the <i>Nineteen Ancient Poems</i></p> <p>(7) Tang dynasty poetry: forms and genres</p> <p>(8) Appreciation of famous Tang poems</p> <p>(9) Characteristics of Song dynasty poetry and famous works</p> <p>(10) Forms and genres of Song dynasty lyrical poems</p> <p>(11) Appreciation of famous Song lyrical poems</p> <p>(12) Yuan <i>Qu</i>: Its distinction from Song lyrical poems and famous works</p> <p>(13) The political and social function of rhymed writings</p> <p>(1) 緒論：韻文在中國文學上和文化上的重要性</p> <p>(2) 中國韻文之基：《詩經》與《楚辭》的形式、內容及影響</p> <p>(3) 《詩經》名篇欣賞</p> <p>(4) 《楚辭》名篇欣賞</p> <p>(5) 漢賦的文學特色與歷代名賦介紹</p> <p>(6) 古詩與《古詩十九首》</p> <p>(7) 唐詩的體裁與題材</p> <p>(8) 唐詩名篇欣賞</p> <p>(9) 宋詩特色與名篇欣賞</p> <p>(10) 宋詞的體裁與題材</p> <p>(11) 宋詞名篇欣賞</p> <p>(12) 元曲與宋詞之別與元曲名篇欣賞</p> <p>(13) 韻文的政治和社會功用</p>
<p>Teaching/Learning Methodology 教學方式</p>	<p>Lectures include the introduction of various forms and genres of rhymed writings and their significance in the history of literature; appreciation of selected writings by famous authors, in particular those of Tang poetry and Song lyrical poetry; analysis of the authors' skill in composition and communication of thought and sentiment. In the tutorials, students will be grouped and assigned works for recitation and discussion about the content and composition of a work. Students will be asked to present their creative works and teacher will give comments with suggestions for improvement</p> <p>教學包括老師介紹韻文的各種體裁與類別及其在文學史上的重要性。老師選取韻文名著，尤其唐詩宋詞中之名作，給以導賞，包括朗誦，講解</p>

	內容和分析寫作技巧。學生小組討論時，討論選定作品的內容及其傳情達意的特點。學生還會學習詩詞創作，而由老師為其批改潤飾。							
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  考核方式 (與學習成果相呼應)	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	
	1. Classroom discussion 堂上討論	20	✓	✓	✓	✓		
	2. Written report 文字報告	40	✓	✓	✓	✓		
	3. Creative works 詩詞創作	40	✓	✓	✓	✓	✓	
	Total 總計	100						
<p>Classroom discussion and the written report are designed to comprehensively gauge the students’ achievements in recognizing the forms of the rhymed writings, understanding the thought and sentiment of the works learned, and appreciating the subtlety of the language of the works. Both involve pre-class and after-class reading, but the discussion aims to better assess the students’ ability in doing oral presentation whereas the written report aims to better assess their ability in writing and understanding of what has been taught and discussed. The creative works by students done as homework or term work can best assess the students’ achievement in applying their learning.</p> <p>堂上討論和文字報告均旨在全面考核學生對於各體韻文的認識，名著內容的瞭解，以及韻文文字奧妙之處的掌握程度。討論重在觀察學生的口頭表達和即席回應能力，報告重在考核學生的文字表達能力和對所學的深入理解。詩詞創作則能從整體上考核學生對於此科的學習所得及其思維和文字表達能力。</p>								
<b>Student Study Effort Required</b> 學生學習時數	Class contact 課堂:							
	▪ Seminars 研討課				39 Hrs.			
	Other student study effort 其他學習:							
	▪ Reading 閱讀				50 Hrs.			
	▪ Writing 寫作				30 Hrs.			

	<ul style="list-style-type: none"> <li>▪ Discussion 討論</li> </ul>	12 Hrs.
	Total student study effort	131 Hrs.
<b>Reading List and References</b> 參考書目	1. 方玉潤：《詩經原始》。台灣：藝文印書館，1960。 2. 朱古微輯，唐圭璋箋註：《宋詞三百首箋》。台灣：北一出版社，1971。 3. 朱熹：《楚辭集註》。香港：實用書局，1963。 4. 李攀龍輯選，森大來評釋，江俠菴譯述：《唐詩選評釋》。香港：商務印書館，1958。 5. 唐圭璋編：《詞話叢編》。北京：中華書局，1986。 6. 張高評：《宋詩特色研究》。吉林：長春出版社，2002。 7. 梁啟勳：《中國韻文概論》。台灣：商務印書館，1968。 8. 陳去病：《辭賦學綱要》。台灣：文海出版社，1971。 9. 陳鐘凡：《中國韻文通論》。台灣：中華書局，1969。 10. 喻守真：《唐詩三百首詳析》。香港：中華書局，1979。 11. 彭國棟：《唐詩三百首詩話薈編》。台灣：華岡出版社，1970。 12. 隋樹森：《古詩十九首集釋》。香港：中華書局，1975。 13. 隋樹森：《全元散曲簡編》。上海：古籍出版社，1984。 14. 劉坡公：《學詞百法》。上海：古籍書店，1981。 15. 錢鍾書：《宋詩選注》。香港：天地圖書，1990。 16. 龍沐勛：《中國韻文史》。台灣：樂天出版社，1970。 17. 鴛湖散人：《唐詩三百首集釋》。台灣：藝文印書館印行，1977。 18. 龐三省：《最淺學詞法》。台灣：廣文書局，1971。	
<b>Medium of Instruction</b> 授課語言	Chinese (Putonghua supplemented with Cantonese) 中文 (普通話，輔以粵語)	