

The Hong Kong Polytechnic University

Subject Description Form

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

Subject Code	CC2CM11P
Subject Title	Celebrated Literary Chinese Writings 中國古典文學名篇
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Exclusion: CC221 and CC3161 and CC3161P and CC2C11P
Objectives	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.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) recognize the various forms of traditional Chinese literature b) know in depth the worldview, cultural values and social customs conveyed in exemplary writings c) enhance their ability in critical thinking, analytical reasoning, and academic research d) learn from a wealth of celebrated pieces compositional techniques to improve their own writings e) write coherently and elegantly for the conveyance of ideas and sentiments

	f) fulfill the Chinese Reading and Writing Requirements								
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1) Significance of literature and writing in Chinese culture 2) Forms and genres of classical writings 3) Subject matters and themes of classical writings 4) Celebrated rhymed pieces: poetry (<i>shi</i>), song lyric (<i>ci</i>), rhapsody (<i>fu</i>), and colloquial song (<i>sanqu</i>) 5) Celebrated pieces of prose 6) Celebrated pieces of drama 7) Celebrated pieces of fiction 8) Accomplishment and influence of classical Chinese literature on modern Chinese literature and world literature 9) Comment and analysis of student writings 								
Teaching/Learning Methodology <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>								
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;">Specific assessment methods/tasks</th> <th style="width: 15%; text-align: center;">% weighting</th> <th style="width: 52%; text-align: center;">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </tbody> </table>			Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
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(Note 4)			a	b	c	d	e	f		
	1. Attendance and participation	15%	v	v	v	v				
	2. Term-end quiz	25%	v	v	v	v		v		
	3. Tutorial presentation and written report	20%	v	v	v	v	v	v		
	4. Term paper (2000-3000 words)	40%	v	v	v	v	v	v		
	Total	100 %								
For the fulfillment of CR: students have to demonstrate understanding of the items chosen for CR in Term-end quiz as well as in tutorial presentations.										
Student Study Effort Expected	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.							
Reading List and References	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。 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									

	<p>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>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>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> <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>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。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（簡編本）》。上海：上海古籍出版社，1981。</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.