

CAH3132: CHINESE PHILOLOGY

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Chinese Philology

Subject Code

CAH - Chinese and History

Course Number

3132

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

Chinese

Medium of Assessment

Chinese

Prerequisites

CTL3131 Classical Chinese, CAH3131 Classical Chinese

Precursors

Nil

Equivalent Courses

CTL3132 Chinese Philology

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to help students acquire a comprehensive and basic knowledge of traditional Chinese philology, i.e. graphology (wenzi xue文字學), historical phonology (shengyun xue聲韻學) and text-based semantics (xunguxue訓詁學), using

a learning discovery approach; demonstrate the importance of the study of traditional Chinese philology for an accurate interpretation of material written in historical forms of Chinese; provide an overview of the historical development of Chinese linguistic thought and philological method in graphology, historical phonology, and text-based semantics.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Analyse the Chinese writing system including oracle bone scripts, bronze scripts and the 'six graphic principles' (六書 liú shū) of 許慎 (Xú Shèn).	30	x	x	x
2	Analyse the historical development of Chinese phonology by using a learning discovery approach.	20	x	x	x
3	Apply the knowledge of historical phonology to analyse classical Chinese literature.	10	x	x	x
4	Analyse early lexical semantics and textual glossing: formation of the Confucian canon and the origins of textual scholarship.	20	x	x	x
5	Demonstrate research skill for graphology, historical phonology and semantics in solving textual problems.	20	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Concepts and general knowledge of Chinese philology are explained primarily in lectures. An example-based approach is adopted in which each theory and principle is illustrated with examples from various sources. In addition, students will participate in group discussions.	1, 2, 3, 4, 5	Two hours per week

2	Tutorial	Tutorials are based on students' active participation in group discussion. Students will have to be well prepared for each session and give feedback on fellow students' presentations. Each group will submit one tutorial paper.	1, 2, 3, 4, 5	One hour per week
3	Assignment	Emphasis is placed on research and analysis. Each student will submit one term paper, making use of the knowledge of Chinese philology learnt from the lectures and tutorials.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Tutorial paper	1, 2, 3, 4, 5	20	
2	Tests	2, 3	20	
3	Term paper	1, 2, 3, 4, 5	40	
4	Participation	1, 2, 3, 4, 5	20	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Tutorial paper

Criterion

A tutorial group is responsible to lead the class for discussion in an innovative way on a special topic assigned by the teacher. Group members should also compile a written report covering their viewpoint on the said topic.

Excellent (A+, A, A-)

1. Excellent command of knowledge in Chinese Philology studies.
2. Excellent critical thinking ability in reviewing academic article related to Chinese Philology studies.
3. Excellent application of theories in Chinese Philology studies.
4. Excellent ability in knowledge application.
5. Excellent collaborative skills and interactions with the fellow classmates.

Good (B+, B, B-)

1. Good command of knowledge in Chinese Philology studies.
2. Good critical thinking ability in reviewing academic article related to Chinese Philology studies.
3. Good application of theories in Chinese Philology studies.
4. Good ability in knowledge application.
5. Good collaborative skills and interactions with the fellow classmates.

Fair (C+, C, C-)

1. Fair command of knowledge in Chinese Philology studies.
2. Fair critical thinking ability in reviewing academic article related to Chinese Philology studies.
3. Fair application of theories in Chinese Philology studies.
4. Fair ability in knowledge application.
5. Fair collaborative skills and interactions with the fellow classmates.

Marginal (D)

1. Marginal command of knowledge in Chinese Philology studies.
2. Marginal critical thinking ability in reviewing academic article related to Chinese Philology studies.
3. Marginal application of theories in Chinese Philology studies.
4. Marginally acceptable ability in knowledge application.
5. Marginally acceptable collaborative skills and interactions with the fellow classmates.

Failure (F)

1. Unsatisfactory command of knowledge in Chinese Philology studies.
2. Unsatisfactory critical thinking ability in reviewing academic article related to Chinese Philology studies.
3. Unsatisfactory application of theories in Chinese Philology studies.
4. Unsatisfactory ability in knowledge application.
5. Unsatisfactory collaborative skills and interactions with the fellow classmates.

Assessment Task

Test

Criterion

A test will be given to evaluate students' understanding on the theories relating to Chinese Philology.

Excellent (A+, A, A-)

1. Excellent command of knowledge in Chinese Philology studies.
2. Excellent critical thinking ability in analyzing the questions.
3. Excellent application of theories in Chinese Philology studies.
4. Excellent ability in knowledge application

Good (B+, B, B-)

1. Good command of knowledge in Chinese Philology studies.
2. Good critical thinking ability in analyzing the questions.
3. Good application of theories in Chinese Philology studies.
4. Good ability in knowledge application

Fair (C+, C, C-)

1. Fair command of knowledge in Chinese Philology studies.
2. Fair critical thinking ability in analyzing the questions.
3. Fair application of theories in Chinese Philology studies.
4. Fair ability in knowledge application

Marginal (D)

1. Marginal command of knowledge in Chinese Philology studies.
2. Marginal critical thinking ability in analyzing the questions.
3. Marginal application of theories in Chinese Philology studies.
4. Marginally acceptable ability in knowledge application

Failure (F)

1. Unsatisfactory command of knowledge in Chinese Philology studies.

2. Unsatisfactory critical thinking ability in analyzing the questions.
 3. Unsatisfactory application of theories in Chinese Philology studies.
 4. Unsatisfactory ability in knowledge application
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Assessment Task

Term paper

Criterion

Students are required to explain their own discoveries on the linguistic features in a topic of Chinese Philology.

Excellent (A+, A, A-)

1. Excellent command of knowledge in Chinese Philology studies.
2. Excellent critical thinking ability in analyzing the topic.
3. Excellent application of theories in Chinese Philology studies.

Good (B+, B, B-)

1. Good command of knowledge in Chinese Philology studies.
2. Good critical thinking ability in analyzing the topic.
3. Good application of theories in Chinese Philology studies.

Fair (C+, C, C-)

1. Fair command of knowledge in Chinese Philology studies.
2. Fair critical thinking ability in analyzing the topic.
3. Fair application of theories in Chinese Philology studies.

Marginal (D)

1. Marginal command of knowledge in Chinese Philology studies.
2. Marginal critical thinking ability in analyzing the topic.
3. Marginal application of theories in Chinese Philology studies.

Failure (F)

1. Unsatisfactory command of knowledge in Chinese Philology studies.
 2. Unsatisfactory critical thinking ability in analyzing the topic.
 3. Unsatisfactory application of theories in Chinese Philology studies.
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Assessment Task

Participation

Criterion

Students are encouraged to participate the discussions in the class lectures and the tutors.

Excellent (A+, A, A-)

Excellent command of knowledge in Chinese Philology studies.

Good (B+, B, B-)

Good command of knowledge in Chinese Philology studies.

Fair (C+, C, C-)

Fair command of knowledge in Chinese Philology studies.

Marginal (D)

Marginal command of knowledge in Chinese Philology studies.

Failure (F)

Unsatisfactory command of knowledge in Chinese Philology studies.

Part III Other Information

Keyword Syllabus

Language consciousness in early China; analysis of Chinese writing system; evolution of Chinese orthography; historical phonology of Chinese; early lexical semantics and textual glossing.

Reading List

Compulsory Readings

	Title
1	龍宇純：《中國文字學》（再訂本）台北：學生書局 1982
2	裘錫圭：《文字學概要》北京：商務印書館 1990
3	詹鄞鑫：《漢字說略》沈陽：遼寧教育出版社 1991
4	董同龢：《漢語音韻學》台北：文史哲出版社 1981
5	王力：《漢語音韻》香港：中華書局 1989
6	齊佩瑤：《訓詁學概要》台北：華正書局 1984
7	周大璞：《訓詁學初稿》武昌：武漢大學出版社 1987
8	蔣紹愚：《古漢語詞匯綱要》北京：北京大學出版社 1989

Additional Readings

	Title
1	Nil