

CAH4150: SELECTED READINGS IN CHINESE SHI AND CI

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Selected Readings in Chinese Shi and Ci

Subject Code

CAH - Chinese and History

Course Number

4150

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

Nil

Precursors

Nil

Equivalent Courses

CAH2184 Topics in Tang Poetry

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to provide students with knowledge and exploration of classical Chinese Shi 詩 Ci 詞 poetry. Focusing on the studies of selected works from the Pre-Qin through Qing periods, the course will introduce students to analyse the selected works from aesthetic, social, historical, literary critical and philosophical perspectives. Students are also encouraged to undertake wider readings in tutorial discussion to develop their reading skills and analytical ability.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discover and explain the salient features of the Shi and Ci genre and reveal the origin, development and interaction of the two genre traditions.	20	x	x	
2	Analyse the characteristic styles of individual Shi and Ci writers through the ages from literary criticism perspective.	20	x	x	
3	Analyse Shi and Ci with different styles and from different dynasties.	30		x	x
4	Reflect Shi and Ci from aesthetic, social, historical, literary critical and philosophical perspectives	30	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	The features of the Shi and Ci genre and reveal the origin, development and interaction of the two genre traditions. Students will engage in analysis the characteristic styles of individual Shi and Ci writers through the ages from literary criticism perspective. Analyse Shi and Ci with different styles and from different dynasties. Reflect Shi and Ci from aesthetic, social, historical and philosophical perspectives	1, 2, 3	Two hours per week
2	Tutorial	Students will engage in group presentations. A number of tutorial groups are formed. Each group is responsible for one oral presentation with a well organised and coherent power point on exploring a topic about Shi and Ci.	1, 2, 3, 4	One hour per week
3	Assignment	Students are required to analyse chosen Shi and Ci/ topic with appropriate approaches and perspectives.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Participation: Includes classworks, peer review of group presentations, and their participation in discussions and feedback during tutorials.	2, 3	20	

2	Group presentation and power point assignment: Each tutorial group is responsible to analyse chosen Shi and Ci/ topic and lead the class for discussion. They are required to hand in a well organised and coherent power point assignment.	1, 2, 3, 4	30	
3	Term paper: This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources, build up argument and analyse.	2, 3, 4	30	
4	Poetry writing	2, 3, 4	20	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Participation

Criterion

This part will grade on attendance rate and performance in learning activities. Students require attending lectures and tutorials. They are also required to actively participate in discussions and express their ideas in tutorials. Students have to show their pre-class preparation.

Excellent (A+, A, A-)

Strong evidence of :

- Active in-class participation, positive listening, ability to simulate class discussion and comment on other points.
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

Good (B+, B, B-)

Some evidence of :

- Active in-class participation, positive listening, ability to initiate class discussion and comment on other points.
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

Fair (C+, C, C-)

Limited evidence of :

- Active in-class participation, listening comprehension, ability to participate class discussion and comment on other points.
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

Marginal (D)

Marginally satisfies the basic requirements of the participation.

Failure (F)

Fail to meet minimum requirements of the participation

Assessment Task

Group presentation and power point assignment

Criterion

This assessment will grade on content, creativity and fluency of presentation.

Excellent (A+, A, A-)

Strong evidence of:

- Excellent grasp of the writing techniques and extensive knowledge of the subject matter;
- Excellent linguistic competence and writing skills to express ideas creatively;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Good (B+, B, B-)

Some evidence of :

- Excellent grasp of the writing techniques and extensive knowledge of the subject matter;
- Excellent linguistic competence and writing skills to express ideas creatively;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Fair (C+, C, C-)

Limited evidence of :

- Excellent grasp of the writing techniques and extensive knowledge of the subject matter;
- Excellent linguistic competence and writing skills to express ideas creatively;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Marginal (D)

Marginally satisfies the basic requirements of the presentation.

Failure (F)

Fail to meet minimum requirements of presentation.

Assessment Task

Poetry writing

Criterion

This part will grade on the command of the writing techniques, creativity of assignments with clear explanation.

Excellent (A+, A, A-)

Strong evidence of:

- Excellent grasp of the writing techniques and extensive knowledge of the subject matter;
- Excellent linguistic competence and writing skills to express ideas creatively;
- Rigorous organization, coherent structure, systematic composition.

Good (B+, B, B-)

Some evidence of :

- Excellent grasp of the writing techniques and extensive knowledge of the subject matter;
- Excellent linguistic competence and writing skills to express ideas creatively;
- Rigorous organization, coherent structure, systematic composition.

Fair (C+, C, C-)

Limited evidence of :

- Excellent grasp of the writing techniques and extensive knowledge of the subject matter;
- Excellent linguistic competence and writing skills to express ideas creatively;
- Rigorous organization, coherent structure, systematic composition.

Marginal (D)

Marginally satisfies the basic requirements of the poetry writing.

Failure (F)

Fail to meet minimum requirements of the poetry writing.

Assessment Task

Term paper

Criterion

This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources, build up argument and analyse.

Excellent (A+, A, A-)

Strong evidence of :

- Rich content, ability to integrate various resources into primary and secondary levels based on demand ;
- Rigorous organization, coherent structure, systematic composition;
- Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Good (B+, B, B-)

Some evidence of :

- Rich content, ability to integrate various resources into primary and secondary levels based on demand ;
- Rigorous organization, coherent structure, systematic composition;
- Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Fair (C+, C, C-)

Limited evidence of :

- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Marginal (D)

Marginally satisfies the basic requirements of the term paper.

Failure (F)

Fail to meet minimum requirements of the term paper.

Part III Other Information

Keyword Syllabus

Shi, Ci, literary genres, literary history, literary criticism

Reading List

Compulsory Readings

Title	
1	戴君仁編：《詩選》，臺北：中國文化大學，1981年。
2	鄭騫編：《詞選》，臺北：中國文化大學出版社，1995。
3	高步瀛選注：《唐宋詩舉要》，臺北：里仁書局，2004年。
4	錢鍾書選注：《宋詩選注》，北京：人民文學出版社，1989年。
5	王夫之評選；李金善點校：《明詩評選》，保定：河北大學出版社，2008年。
6	沈德潛選編；李克和等校點：《清詩別裁集》，長沙：岳麓書社，1998年。

Additional Readings

Title	
1	陳子展撰述；范祥雍、杜月村校閱：《詩經直解》，上海：復旦大學出版社，1983年。
2	黃靈庚：《楚辭章句疏證》，北京：中華書局，2007年。
3	沈德潛選：《古詩源》，北京：中華書局，1963年。
4	隋樹森：《古詩十九首集釋》，北京：中華書局，1995年。
5	黃節：《黃節注漢魏六朝詩六種》，北京：人民文學出版社，2008年。
6	袁行霈箋注：《陶淵明集箋注》，北京：中華書局，2003年。
7	陳鐵民：《王維集校注》，北京：中華書局，1997年。
8	王琦：《李太白全集》，北京：中華書局，1977年。
9	仇兆鰲注：《杜詩詳注》，北京：中華書局，1979年。
10	王文誥輯注，孔凡禮點校：《蘇軾詩集》，北京：中華書局，1982年。
11	錢仲聯等撰：《元明清詩鑒賞辭典》，上海：上海辭書出版社，1994年。
12	何文煥、丁福保編：《歷代詩話統編》，北京：北京圖書館出版社，2003年。
13	李冰若：《花間集評注》，成都：四川人民出版社，2019年。
14	王仲聞：《南唐二主詞校訂》，北京：中華書局，2011年。
15	龍榆生箋：《東坡樂府箋》，上海：上海古籍出版社，2009年。
16	鄧廣銘箋注：《稼軒詞編年箋注》，上海：上海古籍出版社，1993年。
17	唐圭璋編：《詞話叢編》，北京：中華書局，1986年。
18	繆鉞、葉嘉瑩：《靈谿詞說》，上海：上海古籍出版社，1987年。