

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	CLC1M06P
Subject Title	The New Discourses: A Stroll through Classical Chinese Short Stories 世說與新語：漫讀中國古典短篇小說
Credit Value	3
Level	1
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	<p>This subject is designed to invite students to explore classical Chinese short stories, with a particular focus on the linguistic techniques employed by ancient Chinese writers to convey meaning, construct characters, depict reality, and engage readers. By examining a range of elements pertaining to discourse, including context, structure, genres, critical thinking, language features and their applications, students will gain insight into the literary and cultural significance embedded in the works.</p> <p>Students are involved in classical Chinese short stories from different dynasties and backgrounds, covering a wide range of themes and content, and displaying diverse aesthetic styles. This will facilitate a full awareness of the narrative and thinking patterns in ancient China, as well as its forms of life, social practices and cultural dynamics. Through this investigation, students will develop a greater empathy for traditional Chinese wisdom and culture, as well as a deeper understanding of the experiences and emotions of ancient Chinese people.</p> <p>This subject introduces an interdisciplinary learning process that fully integrates STEAM elements, as well as Gen AI components. Students will be guided to make effective use of electronic databases for text searching (Science, Technology and Engineering), employ online dictionaries and AI-driven translators to interpret textual meanings (Science, Technology and Mathematics), utilize Natural Language Processing (NLP) software to identify keywords, entitles and speech patterns (Science, Technology, Engineering and Mathematics), and leverage Gen AI tools to generate initial insights from texts for discussion (Science, Technology, Engineering and Mathematics).</p> <p>Additionally, film and TV adaptations, interactive story games and Virtual Reality (VR) will immerse students in the learning environments that bring ancient stories to life (Technology,</p>

	<p>Engineering and Arts). For their presentations, students could use AI-powered design tools, suggesting expressive forms and visual layouts based on their content, or use interactive storytelling platforms in refining narratives (Technology and Arts). Throughout, AI could support the editing process, improving the accuracy of students' works (Science and Technology).</p> <p>In short, the subject aims to examine classical Chinese literature from specific entry points, different perspectives and creative forms, thereby enabling students to gain a more profound comprehension of and a more positive response to the intricacies and richness of ancient Chinese narratives and culture.</p>
<p>Intended Learning Outcomes (Note 1)</p>	<p>Upon completion of the subject, students will be able to:</p> <p>(a) Identify the characteristics of the genre of classical Chinese fiction and describe the language strategies and literary techniques of representative works;</p> <p>(b) Analyse the mindset, living conditions, social landscape, life values and cultural spirit of ancient China as reflected in the selected literary works;</p> <p>(c) Develop digital humanities skills and leverage scientific technology effectively in the pursuit of literary studies;</p> <p>(d) Develop creativity in textual interpretation, integrating visual and multimedia approaches to articulate textual insights;</p> <p>(e) Develop proficiency in written and spoken Chinese, digesting, organising and expressing complex ideas and critical thinking, as well as achieve the level of literacy in accordance with the “Chinese Writing and Reading Requirements”.</p>
<p>Subject Synopsis/ Indicative Syllabus (Note 2)</p>	<p>Weeks 1-2 <i>Overview of Fiction</i></p> <ul style="list-style-type: none"> ● Origins ● Nature ● Types <p>Weeks 3-4 <i>From Pre-Qin to Han Dynasty: The Emergence of Short Stories</i></p> <ul style="list-style-type: none"> ● Myths and Legends ● Philosophy and Debate ● Historical Facts and Fables ● Selected works from <i>The Classic of Mountains and Seas</i>, <i>Literature Records in Book of Han</i>, <i>Classics in Book of Sui</i>, <i>In Search of the Supernatural</i> and <i>A New Account of the Tales of the World</i> 《山海經》、《漢書·藝文志》、《隋書·經籍志》、《搜神記》、《世說新語》選篇 <p>Weeks 5-7 <i>Tang Dynasty: The Rise of Chuan Qi</i></p>

	<ul style="list-style-type: none"> ● The Aspirations of Literati ● The Unique Temperament of Knight-errant ● The Openness and Romance of Society ● <i>Story of Yingying, The Man with the Curly Beard, The Governor of Nanke and Story of the Song of Everlasting Sorrow</i> 〈鶯鶯傳〉、〈虬髯客傳〉、〈南柯太守傳〉、〈長恨歌傳〉 <p>Weeks 8-10 <u><i>Song, Yuan, and Ming Dynasties: The Folk Foundation of Hua Ben</i></u></p> <ul style="list-style-type: none"> ● Urban Life and Popular Customs ● Fate and Will ● Morality and Retribution ● Selected works from <i>Stories to Enlighten the World, Stories to Caution the World, Stories to Awaken the World and Amazing Tales</i> 《喻世明言·蔣興哥重會珍珠衫》、《警世通言·崔待詔生死冤家》、《醒世恆言·賣油郎獨佔花魁》、《初刻指案驚奇·第一卷轉運漢遇巧洞庭紅 波斯胡指破鼉龍殼》 <p>Weeks 11-12 <u><i>Qing Dynasty: Transition and Continuity</i></u></p> <ul style="list-style-type: none"> ● Ghost Stories and Social Reality ● Psychological Depth and Portrayal of Humanity ● Literary Tastes and Cultural Reflection ● Selected works from <i>Strange Tales from Liao Studio, What the Master Would Not Discuss and Notes of the Thatched Abode of Closed Observations</i> 《聊齋志異·狐諧》、《聊齋志異·促織》、《子不語·洗紫何車》、《閱微草堂筆記·京師世相》 <p>Week 13 <u><i>Conclusion</i></u></p> <ul style="list-style-type: none"> ● The Mirror Image of Ancient China (Social Hierarchies and Gender Dynamics) ● The Imprint of Traditional Culture (Complex and Profound Philosophical Thoughts and Life Attitudes) ● The Landscape of Classical Literature (Temporal and Spatial Settings and Life Sentiments)
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>The subject adopts a lecture-tutorial mode, with a 2-hour lecture and a 1-hour tutorial per week. It employs an integrated learning approach, with STEAM elements and Gen AI components, to facilitate students' exploration of the rich world of classical Chinese short stories.</p> <p>The lecturer will:</p> <ul style="list-style-type: none"> - select appropriate texts with the aid of professional screening tools to enhance the diversity and representativeness of the indicative content; - illustrate the language features of the texts with the aid of visual marking and editing tools; - utilise big data database to supplement information on ancient people and geography, history and culture;

- utilise text mining and analysis software to facilitate the examination of word frequency, vocabulary, and phrase statistics, as well as the management of discourse, narrative, theme, and style;
- compare and contrast different narrative perspectives, including first person, third person and omniscient with visualisation charts;
- present character dialogues and character interactions through text-to-speech conversion tools;
- realise textual abstract concepts, such as metaphors and symbols, through the use of relationship mapping and multimedia generation tools.

During and after tutorials, technology will be employed to facilitate reading, comprehension, interpretation and sharing of ancient Chinese texts, history and culture. Students may:

- use established pre-trained modelling systems for text sentence reading or punctuation, interpretation, translation, citation, and onomastic identification;
- employ NLP software to perform word segmentation, count word frequencies and word formation, and collate speech patterns and regularities;
- utilise Gen AI tools to manage a variety of qualitative and quantitative data, including video, audio, images, text, social media, website data, and survey data;
- obtain personalised feedback on grammar, style and content of their written works from chatbots and AI-powered tutors;
- immerse themselves in the scenes and atmosphere of the classical literary works through VR experience;
- use electronic interactive platforms to transform textual analyses into multimedia presentations incorporating images and animations;
- enjoy online collaboration platforms which reverse the traditional classroom structure, eliminating temporal and spatial limitations, allowing students to share ideas and feedback in real-time, thus facilitating comprehensive communication and teamwork.

Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			(a)	(b)	(c)	(d)	(e)
	1. Oral Presentation (Group) *	20	✓	✓	✓		✓
	2. Oral Presentation (Individual)	20	✓	✓		✓	✓
	3. Written Review (Individual)	10	✓		✓		✓
	4. Term Paper (Individual) *#	50	✓	✓	✓	✓	✓
	Total	100					

	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> 1. Oral Presentation (Group) (Chinese Reading Requirement: 284 pages) (≤ 25 min./group) (20%): Students are required to conduct a book report in which they should provide an overview of basic information, a summary of the content, an introduction to the author's background, an analysis of the main ideas, an evaluation of the writing style, and an assessment of the impact of the selected story in an organised and expressive format that demonstrates their ability to read, summarise and present a classical literary work; 2. Oral Presentation (Individual) (≤ 5 min./student) (20%): Students are required to transform selected passages from the assigned text into visual representations, such as images, videos or interactive stories, and present the resulting work and provide an explanation of the rationale and principles that informed its creation. This is to assess their ability to appreciate, reconstruct and interpret a classical literary work; 3. Written Review (Individual) (10%): Students are required to ask at least two questions about the discourse features of an assigned text and respond to at least two questions from other students to demonstrate their ability to identify, analyse and respond to classical literary language; 4. Term Paper (Individual) (Chinese Reading Requirement: 284 pages) (Chinese Writing Requirement: 2,000 - 3,000 characters) (50%, 10% to be conducted by CLC language instructors): Students are required to synthesise the knowledge and skills acquired on the subject in order to analyse in detail the discourse strategies and thematic ideas of the assigned text. This is to assess students' overall ability to engage in literary analysis and cultural reflection. <p>* for the fulfilment of Chinese Reading Requirement To familiarize students with theme and motif, as well as writing strategies and methods of the selected story for their oral presentation and term paper, students are required to read 284 pages of texts, which are listed in the reading list below.</p> <p># for the fulfilment of Chinese Writing Requirement 2 drafts of the term paper should be submitted to CLC language instructors who will support students' writing process by providing feedback and marking on word choice, sentence structure and writing style of their work. Students must obtain a D or above on the term paper to pass the subject.</p>	
<p>Student Study Effort Expected</p>	<p>Class contact:</p>	
	<p>● Lectures</p>	<p>26 Hrs.</p>
	<p>● Tutorials</p>	<p>13 Hrs.</p>
	<p>Other student study effort:</p>	
	<p>● Reading</p>	<p>21 Hrs.</p>

	<ul style="list-style-type: none"> ● Group Presentation (Preparation and Review) 15 Hrs. ● Individual Presentation (Preparation and Review) 15 Hrs. ● Written Review 10 Hrs. ● Paper Writing 30 Hrs.
	<p><i>Total student study effort</i> 130 Hrs.</p>
Reading List and References	<p>Required Reading List</p> <ol style="list-style-type: none"> 1. 魯迅：《中國小說史略》，新北：新視野 New Vision，2014年。(Chinese Reading Requirement: pp. 3-286) <p>References</p> <p><i>Theories, Texts and Analyses</i></p> <ol style="list-style-type: none"> 1. Amia Lieblich, Rivka Tuval-Mashiach, Tamar Zilber. <i>Narrative Research: Reading, Analysis, and Interpretation</i>. California: SAGE Publications, Inc, 1998. / Amia Lieblich, Rivka Tuval-Mashiach, Tamar Zilber 著，吳芝儀譯：《敘事研究：閱讀、詮釋與分析》，台北：濤石文化事業有限公司，2007年。 2. Gérard Genette. <i>Nouveau Discours du récit</i>. Paris: Seuil, 1983. / 熱拉爾·熱奈特著，王文融譯：《敘事話語 新敘事話語》，北京：中國社會科學出版社，1990年。 3. Karl K. Y. Kao. <i>Classical Chinese Tales of the Supernatural and the Fantastic (Chinese Literature in Translation)</i>. Bloomington: Indiana University Press, 1985. 4. Mieke Bal. <i>Narratology: Introduction to the Theory of Narrative</i>. Toronto: University of Toronto Press, 1997. / 米克·巴爾著，譚君強譯：《敘事學：敘事理論導論》，北京：北京師範大學出版社，2015年。 5. Roland Barthes. <i>S/Z: An Essay</i>. New York: Hill and Wang, 1975. / 羅蘭·巴特著，屠友祥譯：《S/Z：羅蘭·巴特文選》，上海：上海人民出版社，2016年。 6. Stephen Owen. <i>The End of the Chinese 'Middle Ages': Essays in Mid-Tang Literary Culture</i>. California: Stanford University Press, 1996. / 宇文所安著，陳引馳，陳磊譯：《中國（中世紀）的終結——中唐文學文化論集》，台北：聯經出版公司，2007年。 7. Wayne C. Booth. <i>The Rhetoric of Fiction</i>. Chicago: University of Chicago Press, 1983. / 韋恩·布斯：《小說修辭學》，北京：聯合出版公司，2017年。 8. Y. W. Ma and Joseph S. M. Lau. <i>Traditional Chinese Stories: Themes and Variations</i>. New York: Columbia University Press, 1978. 9. 吳士余：《中國古典小說的文學敘事》，上海：上海古籍出版社，2007年。 10. 吳禮權：《古典小說篇章結構修辭史》，台北：商務印書館，2005年。 11. 徐志平：《中國古典短篇小說選注》，台北：洪葉文化事業，2007年。 12. 林辰：《神怪小說史》，杭州：浙江古籍出版社，1998年。

13. 楊義：《中國古典小說史論》，北京：中國社會科學出版社，2004年。
14. 樂蘅軍：《意志與命運——中國古典小說世界觀綜論》，台北：國立台灣大學出版中心，2021年。
15. 石昌渝：《亂世中小說的千姿百態：從〈豆棚閒話〉到〈聊齋志異〉，從超脫俗世的諷喻到神異虛幻的追求》，台北：崧燁文化，2022年。
16. 石昌渝：《唐傳奇與宋代通俗文學的崛起：從〈鶯鶯傳〉到〈清平山堂話本〉，從傳奇小說的誕生到話本的初生》，台北：崧燁文化，2022年。
17. 石昌渝：《宋元明傳奇的走向：從〈剪燈新話〉到〈歡喜冤家〉，從愛情婚姻的悲劇結局到市井男女的恩怨情仇》，台北：崧燁文化，2022年。
18. 石昌渝：《小說的孕育：從〈搜神記〉到〈史記〉，從秦漢志怪的興起到西漢史傳的輝煌》，台北：崧燁文化，2022年。
19. 胡士瑩：《話本小說概論》，北京：商務印書館，2011年。
20. 馬幼垣、劉紹銘：《中國經典短篇小說精選》，香港：明報出版社，2002年。
21. 許建崑、林碧慧、陳昌遠、吳宇娟：《古語新說：古典短篇小說選讀》，台北：洪葉文化，2007年。
22. 陳文新：《文言小說審美發展史》，武漢：武漢大學出版社，2007年。
23. 陳葆文：《古典短篇小說故事類型選析》，台北：五南圖書，2019年。
24. 黃東陽：《世俗的神聖：古典小說中的宗教及文化論述》，台北：台灣學生書局，2011年。
25. 葉慶炳：《晚鳴軒論文集》，台北：國立台灣大學出版中心，2021年。
26. 齊裕焜：《中國古代小說演變史》，北京：人民大學出版社，2015年。
27. 鄭振鐸：《中國文學研究（小說篇）：從傳統到創新，解析中國經典話本與文學小說》，台北：複印文化，2024年。
28. 羅鋼：《敘事學導論》，昆明：雲南人民出版社，1999年。

Databases and Tools

1. AI 太炎
<https://t.shenshen.wiki/>
2. AntConc
<https://www.laurenceanthony.net/software/antconc/>
3. ChatGPT
<https://openai.com/chatgpt/>
4. CORPRO 庫博中文獨立語料庫分析工具
<http://nlp.cse.ntou.edu.tw/CORPRO/>
5. DocuSky 數位人文學術研究平台
<https://docusky.org.tw/DocuSky/home/>
6. MARKUS
<https://dh.chinese-empires.eu/markus/>
7. MDBG Chinese Dictionary
<https://www.mdbg.net/chinese/dictionary>
8. NVivio

	<p>https://lumivero.com/</p> <p>9. Pleco Chinese Dictionary https://www.pleco.com/</p> <p>10. Tableau https://www.tableau.com/zh-tw</p> <p>11. Voyant Tools https://voyant-tools.org/</p> <p>12. 文言 (wenyan-lang) https://wy-lang.org/</p> <p>13. 中央研究院文字辨識與校對平台 https://ocr.ascdc.tw/</p> <p>14. 中國哲學書電子化計劃 (Chinese Text Project) https://ctext.org/zh</p> <p>15. 文淵閣四庫全書電子版 (Siku Quanshu Wenyuange Edition) skqs.com</p> <p>16. 古籍酷 AI 服務 (GJ.cool) https://ocr.gj.cool/</p> <p>17. 吾與點古籍自動整理系統 http://wyd.pkudh.xyz/#/AutomaticDu</p> <p>18. 新語絲電子文庫 (New Threads Electronic Library) http://www.cckf.org.tw/zh/sino/00165</p> <p>19. 漢籍全文資料庫 (Scripta Sinica Database) hanchi.ihp.sinica.edu.tw</p> <p>20. 識典古籍 https://www.shidianguji.com/</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.

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