CAH3185: HONG KONG LITERATURE

Effective Term
Semester A 2024/25

Part I Course Overview

Course Title
Hong Kong Literature

Subject Code
CAH - Chinese and History
Course Number
3185

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
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract
This course aims to introduce the history and development of Hong Kong literature from 1920 to the present time. Three major areas will cover in the course:

1. Exploration of the history of Hong Kong literature through the perspective of the political and socio-cultural changes of Hong Kong and mainland China;

2. Recognition of the contributions of southbound as well as native writers;

3. Appreciation of the masterpieces and discover the unique characteristics of Hong Kong literature.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the trend and development of Hong Kong literature from the beginning of 20th Century to the present time.		x		
2	Describe the masterpieces Hong Kong Literature and enhancement of students' interest in reading literary works.		x	x	
3	Demonstrate critical thinking and analytical skills to analysis the ideas of selected reading.		x	x	
4	Accomplish well-structured and creative essay or project.		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	Lectures	Student will learn the knowledge during the lectures to analyze the topics' content. Students are expected to actively participate in class discussions.	1, 2, 3	
2	Tutorials and oral presentation	Students will give an oral presentation. The audience should give responses to the presenter, raise questions and actively participate in class discussions.	1, 2, 3, 4	

3	Online reflection	After the oral presentation, the students will give written responses to the presenter; raise questions and discussion on Canvas.	1, 2, 3, 4	
4	Term paper or project	Students will create a well-structured and creative essay or project with a bibliography and proper citation.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class participation and performance	1, 2, 3	20	
2	Oral presentation	1, 2, 3, 4	25	
3	Online reflection	1, 2, 3, 4	15	
4	Term paper or project	1, 2, 3, 4	40	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Class participation and performance

Criterion

This assessment will be graded on performance in learning activities. Students are required to actively participate in lectures and tutorials. They also need to express their ideas and comments in discussion.

Excellent (A+, A, A-)

Strong evidence of:
- Active in-class participation, positive listening, ability to stimulate 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 satisfy the basic requirements of the participation.

Failure (F)

Fail to meet the minimum requirements of the participation.

Assessment Task

Oral presentation

Criterion

This assessment will be graded on content and fluency of presentation. The individual or group delivering presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection, integration, analysis of the resources. They require showing their abilities to lead the classmates into participating in the discussion.

Excellent (A+, A, A-)

Strong evidence of:
- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Good (B+, B, B-)

Some evidence of:
- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Fair (C+, C, C-)

Limited evidence of:
- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Marginal (D)

- Loose organization, but acceptable identified content.
- Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials;
- Simple and unilateral comments, without clear explanation;
- Acceptable pronunciation and expression; few mistakes in diction, but no influence to general delivery.

Failure (F)

- Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes;
- Loose organization, without distinct primary and secondary structure;
- Devoid of personal comment and/or unreasonable opinion;
- Softly voice, indistinct pronunciation and improper diction, seriously over time.

Assessment Task

Online reflection

Criterion

This assessment will be graded on rationality,clarity and fluency of argument andcomment. Students shoulddemonstrate theability to build upargument andanalysis.

Excellent (A+, A, A-)

Strong evidence of:
- Rich content, ability to integrate various resources;
- 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;
- Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration.

Good (B+, B, B-)

Some evidence of:
- Rich content, ability to integrate various resources;
- 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;
- Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration.

Fair (C+, C, C-)

Limited evidence of:
- Rich content, ability to integrate various resources;
- 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;
- Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration.

Marginal (D)

- Adequate content, ability to integrate resources, limited or irrelevant use of resources;
- Loose organization;
- Ability to express relevant points to the subject matter;
- Ability to use references, provide some reason able personal comments, but no clear demonstration.

Failure (F)

- Vague and devoid of content, weak ability to integrate limited resources;
- Loose organization, without distinct primary and secondary levels;
- Unsystematic ideas which cannot express the subject matter or relevant themes;
- Summary of references, no personal idea and comment, or providing unreasonable comment;
- Inability to respond to others, devoid of content and unclear comment.

Assessment Task

Term paper or project

Criterion

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

Excellent (A+, A, A-)

Strong evidence of:
- Rich content, ability to integrate various resources into primary and secondary levels;
- 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;
- 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;
- 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)

- Adequate content, ability to integrate resources, limited or irrelevant use of resources;
- Loose organization;
- Ability to express relevant points to the subject matter;
- References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration;
- Sentence fluency and diction is acceptable.

Failure (F)

- Vague and devoid of content, weak ability to integrate limited resources;
- Loose organization, without distinct primary and secondary levels;
- Unsystematic ideas which cannot express the subject matter or relevant themes;
- Summary of references, no personal idea and/ or unreasonable comment;
- Seriously insufficient/ no reference;
- Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.

Part III Other Information

Keyword Syllabus

Southbound writers, native writers; feminist literature, children's literature, popular literature, native literature, urban literature etc.
Notable writers in Hong Kong literature, e.g. Xu Dishan許地山，Xiao Hong蕭紅，Xu Xu徐訏，Zhang Ailing張愛玲，Lu Lun侶倫，Shu Xiangcheng舒巷城，Yu Guangzhong 余光中，Liu Yichang劉以鬯，Li Pihua李碧華，Xi Xi西西，Ye Si也斯, etc.

Reading List

Compulsory Readings

	Title
1	陳智德主編：《香港文學大系・新詩卷》，香港：商務印書館，2014。
2	樊善標主編：《香港文學大系・散文卷》，香港：商務印書館，2014。
3	謝曉虹主編：《香港文學大系・小說卷》，香港：商務印書館，2014。
4	盧偉力主編：《香港文學大系・戲劇卷》，香港：商務印書館，2014。
5	陳國球主編：《香港文學大系・評論卷》，香港：商務印書館，2014。
6	程中山主編：《香港文學大系・舊體文學卷》，香港：商務印書館，2014。
7	黃仲鳴主編：《香港文學大系・通俗文學卷》，香港：商務印書館，2014。
8	霍玉英主編：《香港文學大系・兒童文學卷》，香港：商務印書館，2014。
9	陳智德主編：《香港文學大系・文學史料卷》，香港：商務印書館，2014。
10	陳國球、陳智德等主編：《香港文學大系・導言集》，香港：商務印書館，2014。
11	香港中文大學香港文學研究中心：《疊印：漫步香港文學地景》，香港：商務印書館香港有限公司，2016。
12	小思：《香港文學散步》，香港：商務印書館香港有限公司，2007。
13	劉登翰：《香港文學史》，香港：香港作家出版社，1997。
14	黃維樑：《香港文學初探》，香港：華漢文化事業公司，1988。
15	黃維樑：《香港文學再探》，香港：香江出版有限公司，1996。
16	香港文學資料庫，http://hklitpub.lib.cuhk.edu.hk

Additional Readings

	Title
1	黃維樑主編：《活潑紛繁的香港文學：一九九九年香港文學國際研討會論文集》，香港：香港中文大學，2000。
2	梁秉鈞、陳智德、鄭政恆：《香港文學的傳承與轉化》，香港：匯智出版有限公司，2011。
3	計紅芳：《香港南來作家的身份建構》，北京：中國社會科學出版社，2007。
4	何慧：《香港當代小說概述：1949-1996》，廣州：廣東經濟出版社，1996。
5	張詩劍：《香港作家作品研究》，香港：香港文學報社，2005。
6	葉輝：《書寫浮城：香港文學評論集》，香港：青文書屋，2001。
7	古遠清：《香港當代文學批評史》，漢口：湖北教育出版社，1997。
8	陳炳良：《香港文學探賞》，香港：三聯書店，1991。
9	周文彬：《當代香港寫實小說散文概論》，廣州：廣東高等教育出版社，1998。
10	鄭樹森、黃繼持、盧瑋鑾：《早期香港新文學資料選一九二七-一九四一年》，香港：天地圖書有限公司，1998。
11	陳智德：《解體我城：香港文學1950-2005》，香港：花千樹出版有限公司，2009。
12	鄭樹森、黃繼持、盧瑋鑾：《國共內戰時期香港本地與南來文人作品選，一九四五--一九四九》，香港：天地圖書有限公司，1999。