



Western Kentucky University
Potter College of Arts & Letters
Department of Modern Languages

CHIN208 Chinese Calligraphy Syllabus

Instructor: Hua Wang

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Class Location: Web Class Time: TR 12:45-2:05 (sec 1); 2:20 p.m.-3:40 p.m. (sec2)

Instructor's Office Hours (Virtual): TR 3:50-4:50 p.m. or by appointment

**Note: This document and other class related materials are available at <https://blackboard.wku.edu>.*

Course Description:

Chinese calligraphy, from a very early period, has been considered not just a form of decorative art but a supreme visual art form more valued than painting and sculpture. In addition, Chinese calligraphy has been viewed as a means of self-expression and cultivation. Calligraphers' feelings are conveyed through the shape of each stroke in writing. It is also believed that calligraphy cultivates patience and diligence, nurtures the concept of aesthetics, and offers a path to a righteous heart. Through lectures, discussions, master demonstrations and hands-on experience, students gain a better understanding of how calligraphy came to occupy such a prominent position in Chinese society and develop their ability to examine and analyze a variety of factors, such as the materials and spirit employed in calligraphy, the nature of the Chinese writing system, as well as the prestigious status of writing and literacy in traditional Chinese society. This course also introduces students to discipline-specific knowledge of Chinese calligraphy and writing systems, including 1) its recognized importance and value by Chinese people for thousands of years, 2) etymology and types of characters, 3) philosophical thinking embedded in the writing system as a whole and in each calligraphy style, and 4) Chinese philosophies and values integrated in the writing system.

WKU Colonnade Program: Essential Learning Outcomes:

1. Knowledge of human cultures and the physical and natural world, including
 - a. An informed acquaintance with major achievements in the arts and the humanities;
 - b. An appreciation of the complexity and variety of the world's cultures;
 - c. An understanding of the scientific method and a knowledge of natural science and its relevance in our lives;
 - d. A historical perspective and an understanding of connections between past and present.
2. Intellectual and practical skills, including
 - a. The capacity for critical and logical thinking;
 - b. Proficiency in reading, writing, and speaking;
 - c. The ability to understand and apply mathematical skills and concepts.
3. Personal and social responsibility, including
 - a. An understanding of society and human behavior;
 - b. An understanding of factors that enhance health, well-being, and quality of life.

4. Integrative Learning, including
 - a. Synthesis and advanced accomplishments across general and specialized studies.

WKU Colonnade Program: Foundations, Explorations, **Connections**. (Social and Cultural, Local to Global, **Systems**) [Note: This course has been approved as a Connections course in the connections category.]

Connections courses direct students to apply and integrate discipline-specific knowledge and skills to the significant issues challenging our individual and shared responsibility as global citizens. Students will learn to analyze and evaluate cultural contexts, examine issues on both a local and global scale, and apply system-level approaches to the stewardship of our social and physical environments. Although they may be used with a major or minor program, *Connections* courses are classes at the 200-level or above designed for the general student population, and may be taken *only after* students have earned at least 21 hours in WKU Colonnade Program coursework or have achieved junior status. *Connections* courses may not have graduate components or prerequisites other than approved courses within the WKU Colonnade Program.

Systems (3 hours): Students will examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking. Students will demonstrate the ability to:

1. Analyze how systems evolve.
2. Compare the study of individual components to the analysis of entire systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

[Source: <https://www.wku.edu/colonnade/learning-outcomes.php>]

Course Objectives:

- Analyze how the world's writing systems, including Chinese scripts and calligraphy styles, have evolved.
- Compare unique and evolving components of each calligraphy script style to Chinese writing system as a whole.
- Evaluate how system-level thinking has informed decision-making, public policy, and/or the sustainability of the system of Chinese calligraphy itself.

Prerequisites: None.

Recommended reading:

Chen, Tingyou. (2011). *Chinese Calligraphy*. Cambridge University Press, Cambridge, Mass. ISBN: 978-0-521-18645-2.

Daniels, Peter. & Bright, William. (1996). *The World's Writing Systems*. Oxford University Press. ISBN: 978-0195079937

Woods, C. (2010). *Inventions of Writing in the Ancient Middle East and Beyond*.

Required materials:

- Reusable Water Magic Calligraphy Practice Scroll
- One ink-stone or an ink dish
- A box of liquid ink
- Two medium-sized Chinese calligraphy brushes
- Rice paper

Grading system:

Attendance and Participation	10%
Presentation	10%

In-class calligraphy work	30%	
Mid-term Reflection Paper		10%
Goals Assessment Assignment	20%	
Final Project	20%	

Attendance and Participation (10%)

As attending all class sessions and actively participating during class activities is essential for learning a skill, class attendance is **mandatory** and absences will negatively impact your study of Chinese Calligraphy. Two absences (“personal days”) are allowed during the semester for any reason. Beyond that, for each unexcused absence, a student’s final course grade will be lowered 1.5% from the final course grade. If a student wishes to request that an absence be excused, he/she must present acceptable documentation to the instructor before or on the class session immediately following the absence. All documentation (e.g., doctor’s note, funeral program or court order) must be provided as an original or photocopy for the instructor to keep and with the specific date(s) of absence clearly indicated. Late homework will only be accepted for credit when submitted with acceptable documentation before or on the class session immediately following the absence.

Upon returning to class after any absence, students are expected to be fully prepared: ready to participate, turn in assignments, and take quizzes or exams as scheduled. In order for any student to request the privilege of making up missed test, the instructor **must be notified in advance** of the absence.

Please note that any combination of three unexcused tardiness or early departures will be recorded as one absence, and any adjustments to this policy will be at the instructor’s discretion and only when legitimate documentation, as previously described, is provided for any absence beyond the two allowed personal days.

Presentation (10%)

There will be students’ presentations covering the different topics associating with Chinese calligraphy and world writing system. Students are expected to do search about the topic and prepare a power point to present in a group and prepare a Kahoot quiz about the content presented to facilitate others to learn.

In-class calligraphy work (30%)

There will be **five to six pieces** of calligraphy work students are supposed to complete in class, which will be graded by instructor based on the brush techniques, layout and components required in a piece of calligraphy work etc.

Mid-Term Reflection Paper (10 %)

The reflection paper should be 2-3 pages in length (double-spaced, using 12 pt. Times New Roman font with 1” margins). This paper focuses on your **reflection on the process of writing Chinese calligraphy**. You must include the following components in your paper:

- 1) The specific steps involved in Chinese calligraphy writing.
- 2) The reasons about why each step is critical and the purpose(s) of each step.
- 3) Your reflection on and critique of each step.

Goals Assessment Assignments (20 %)

There will be one goal assessment assignment during the course. Please pick one to write of the following prompts to write. The writing prompts for the assignments are the following:

- 1) Analyze how the world’s writing systems, including Chinese scripts and calligraphy styles, have evolved.
- 2) Compare unique and evolving components of each Chinese calligraphy script style to Chinese writing system as a whole.

3) Evaluate how system-level thinking has informed the sustainability of Chinese calligraphy itself. This assignment should be no less than three pages or no less than 800 words in length (**double-spaced, using 12 pt. Times New Roman font with 1" margins or APA**). References are not included in the word count.

- The rubric is as below:

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
1. Analyze how systems evolve	a. Present a comprehensive literature review of the development and evolution of the world's writing system, including the Chinese calligraphy scripts and styles. b. Analyze each stage of the Chinese writing system with appropriate examples. c. Argue for all the specific influences on the development of causes of the Chinese writing system.	a. Present an extensive literature review of the development and evolution of the world's writing system, including the Chinese calligraphy scripts and styles. b. Analyze each stage of the Chinese writing system with examples that are mostly appropriate. c. Argue for most of the specific influences on the development of causes of the Chinese writing system.	a. Present a partial literature review of the development and evolution of the world's writing system, including the Chinese calligraphy scripts and styles. b. Analyze each stage of the Chinese writing system and only select some stages to provide with examples that are not all appropriate. c. Argue for only parts of the specific influences on the development of causes of the Chinese writing system.	a. Present a limited and disorganized literature review of the development and evolution of the world's writing system, including the Chinese calligraphy scripts and styles. b. Analyze part of the Chinese writing system and randomly provide with examples that are not all appropriate. c. Do not argue for specific influences on the development of causes of the Chinese writing system.
2. Compare the study of individual components to the analysis of entire systems.	a. Show full understandings the core concepts of the Chinese calligraphy by illustrating with accurate examples and references. b. Compare each calligraphy style to the entire Chinese calligraphy system by arguing for their shared similarities from a wide range of different perspectives.	a. Show extensive understandings the core concepts of the Chinese calligraphy but examples used and references cited are not always accurate. b. Compare each calligraphy style to the entire Chinese calligraphy system by arguing for their shared similarities from an acceptable range of different perspectives.	a. Show partial understandings the core concepts of the Chinese calligraphy by illustrating with examples and references. b. Compare each calligraphy style to the entire Chinese calligraphy system by partially arguing for their shared similarities from only a couple perspectives.	a. Show limited understandings the core concepts of the Chinese calligraphy. b. Compare each calligraphy style to the entire Chinese calligraphy system but do not show argumentative evidence.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself	a. Accurately and comprehensively analyze logical consequences of system consideration for language users. b. Identify specific calligraphy items to fully support analyses. c. Analyses and explanations are grounded based on the literature with references.	a. Appropriately analyze logical consequences of system consideration for language users. b. Identify specific calligraphy items to well support analyses. c. Analyses and explanations are grounded mostly based on the	a. Partially analyze logical consequences of system consideration for language users. b. Identify specific calligraphy items to partially support analyses. c. Analyses and explanations are grounded partially based on the literature with references.	a. Do not analyze or do not accurately analyze logical consequences of system consideration for language users. b. Do not identify or do not accurately identify specific calligraphy items to support analyses. c. Analyses and explanations are rarely grounded

		literature with references.		based on the literature with references.
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Final Project (20%)

The final project takes the form of a **calligraphy exhibition**. Each student is supposed to choose a piece of Chinese calligraphy work they write to show to the **audience**. And students are supposed to form groups to do a peer evaluation and critique of each other's work and present virtually.

The format of the presentation is video based. Students are supposed to pre-record their presentation or film a short video clip to demonstrate their works. In order to make the performance more accessible to the audience, be sure to have **English subtitles** on the PowerPoint slides.

Students are supposed to upload their presentations or videos to platforms such as Dropbox, Google Drive, Box, etc. **Send the shareable link** of the works to blackboard. Since students' works will be shared on the website of the Chinese Program at WKU, by submitting your works, you agree to waive all claim of copyright in your work after it is placed in the public domain.

Software for screen recording: Screencast-O-Matic or Screencastify; Side-by-side features comparison

Length of the video: No longer than 10 minutes if possible.

Course Schedule: Refer to the detailed schedule for each week on Blackboard.

Week 1-6:

Basic knowledge about Chinese calligraphy
 Brush writing techniques,
 Brush writing practice of Regular Script (single characters)
 Basic knowledge about Chinese culture related to calligraphy

Week 7-10:

World writing system discussion
 Brush writing practice of Regular Script (compound characters)

Week 10-14

Development of different scripts presentation
 Brush practice of different scripts
 Relationship between Chinese calligraphy and other Chinese culture. Such as philosophy, health, aesthetics, and other forms of Chinese art etc.

Week 15: Final Project

Student Disability Services:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] and the center may be

reached via email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity:

We believe that diversity issues are of major importance for students and for academic success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something in which we all actively engage by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism:

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

TITLE IX/DISCRIMINATION & HARASSMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Face Coverings in the Classroom:

Out of respect for the health and safety of the WKU community and in adherence with the CDC guidelines, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations to face coverings must be determined by the Student Accessibility Resource Center and documented before a student may attend class.

Do NOT to move desks around to make sure each student has 36 sq. ft. of space.