



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

CHIN208 Chinese Calligraphy Syllabus

CHIN 208

Subject to change for more details during the semester with notice

Instructor: Dr. Kai Liang (Liang Laoshi)

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Class Location & Time:

Instructor's Office Hours: T & Th 2:30-3:30pm 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

Required materials:

- Reusable Water Magic Calligraphy Practice Scroll
- One ink-stone or an ink dish (Optional)

- A box of liquid ink
- Two medium-sized Chinese calligraphy brushes
- Rice paper

Chinese Calligraphy Course Content:

1. Introduction to Chinese Calligraphy
2. Calligraphy Writing and Chinese Painting Tools: The Four Treasures of Study
3. The Early Chinese Writing System and the Evolution of Chinese Characters: Oracle Bone Script and Later Scripts
4. The Five Main Calligraphy Scripts: Seal, Clerical, Regular, Running, and Cursive
5. Structure of Chinese Characters and Related Issues
6. Modern Reforms of the Chinese Writing System
7. Regular Script and the Four Masters of Regular Script
8. The Magic Character 永 and the Sage of Calligraphy: Wang Xizhi
9. Chinese Calligraphy and Chinese Painting
10. Clerical Script
11. Running Script and the Four Masters of the Song Dynasty
12. World Writing Systems: Arabic, Ancient Egyptian, Roman, Japanese, etc.
13. Cursive Script
14. Chinese Calligraphy in Relation to Chinese Philosophy and Religions
15. Chinese Calligraphy and Its Connection to Health
16. Chinese Calligraphy and Chinese Culture

Grading system:

Attendance and Participation	20%
Group Presentation	10%
In-class calligraphy work	20%
Mid-term Project & Participation	10%
Goals Assessment Assignment (Final Paper)	30%
Final Project	10%
Extra Credits	(TBA)

Written Assignments

All written assignment submissions should be typed using Microsoft Word Office 365 provided for free by WKU to every student. All formatting must follow APA 7th edition style guide.

Submission Due policy

If you cannot submit assignments by due dates, you may have a one-week extension for each assignment (e.g., mid-term paper and final paper, except for the mid-term project & final project that must be submitted on time without any extension), but the grade for late submission will be 10% off of the original grade. For students who have doctor's notes for absences, the due date of submission will be one week after the absence date on the doctor's note. Submissions later than one week will not be accepted.

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/non-medical absence, a student’s final course grade will be **lowered 3% from the final course grade**.

If a student wishes to request that an absence be excused, he/she/they must present **acceptable documentations** 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 with acceptable documents 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 (20%)

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

Mid-term Project & Participation (10%)

The mid-term project takes the form of a **calligraphy exhibition and voting for the calligraphy exhibition**. We will use a class period to do the exhibition and invite audience to the exhibition. For the exhibition, you will provide your calligraphy work to present to the audience, and vote for best works.

Goals Assessment Assignments (Final Paper) (30 %)

There will be a 3-5 pages goal assessment assignment (final paper) during the course. The writing prompts for the assignments are the following; please choose two topics to discuss in your paper:

- 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.
- 4) An introduction that provides a historical overview of Chinese calligraphy.
- 5) An analysis of at least one key concepts used in Chinese calligraphy and how these concepts are integrated into literature, philosophy, and/or other forms of art and analyze deeply.
- 6) A critical analysis and comparison of the selected key concept to another language of your choice.

This assignment should be no less than two pages in length (**double-spaced, using 12 pt.** Times New Roman font with 1” margins; APA or MLA). 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	a. Show full understandings the core concepts of the Chinese calligraphy by illustrating with	a. Show extensive understandings the core concepts of the	a. Show partial understandings the core concepts of the Chinese calligraphy by	a. Show limited understandings the core concepts of the

the analysis of entire systems.	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.	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.	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.	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 literature with references.	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 based on the literature with references.

ADA ACCOMMODATION

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, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@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 Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) 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 Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 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.



Sexual Assault Resources

Writing Center Assistance

The Writing Center on the Bowling Green campus will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 10-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. WKU students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put “Quick question” in the subject line to (writingcenter@wku.edu).

The WKU START Centers will be offering writing tutoring sessions via Zoom as well as in person in their Glasgow and Elizabethtown locations. More information on how to make appointments and what to expect from your appointment will continue to be posted at (<https://www.wku.edu/startcenter/>).