## Course Overview

<table>
<thead>
<tr>
<th>Category</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title:</strong></td>
<td>World Literature in English</td>
</tr>
<tr>
<td><strong>Course Code:</strong></td>
<td>EN3579</td>
</tr>
<tr>
<td><strong>Course Duration:</strong></td>
<td>1 Semester</td>
</tr>
<tr>
<td><strong>Credit Units:</strong></td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Level:</strong></td>
<td>B3</td>
</tr>
<tr>
<td><strong>Proposed Area:</strong></td>
<td>□ Arts and Humanities</td>
</tr>
<tr>
<td></td>
<td>□ Study of Societies, Social and Business Organisations</td>
</tr>
<tr>
<td></td>
<td>□ Science and Technology</td>
</tr>
<tr>
<td><strong>Medium of Instruction:</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>Medium of Assessment:</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Precursors:</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Equivalent Courses:</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Exclusive Courses:</strong></td>
<td>Nil</td>
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</tbody>
</table>
Part II  Course Details

1. Abstract
   (A 150-word description about the course)

This course aims to introduce students to notable works of world literature in English. Using an interdisciplinary frame that blends history, political studies, and sociology, it will provide an overview of writers and texts (fiction, poetry, drama, and non-fiction), allowing students to discover the ways literary production simultaneously embodies and creates culture. The course will invite students to reflect on the intersection of language and literature and to analyse texts from various critical perspectives including globalization, postcolonialism, and sociolinguistics. Furthermore, students will be asked to consider the influence of technology and social media on contemporary forms of literary expression and storytelling. As students learn how literature functions and evolves in changing global contexts, they will develop their ability to think critically and to analyse culture with both rigor and creativity.

2. Course Intended Learning Outcomes (CILOs)
   (CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

<table>
<thead>
<tr>
<th>No.</th>
<th>CILOs</th>
<th>Weighting* (if applicable)</th>
<th>Discovery-enriched curriculum related learning outcomes (please tick where appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify key writers and texts and examine the social and political issues that contribute to the emergence of new literary forms.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>Discuss the characteristics of major writers and texts and understand the interdisciplinary possibilities of creative texts.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>Analyse the aesthetic and creative aspects of literature and culture by exploring themes and styles of diverse texts.</td>
<td>X</td>
<td>X X</td>
</tr>
<tr>
<td>4</td>
<td>Apply critical reading, thinking, and writing skills in interpreting literary and cultural texts.</td>
<td>X</td>
<td>X X X</td>
</tr>
</tbody>
</table>

* If weighting is assigned to CILOs, they should add up to 100%.

**Attitude**
A1: 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 self-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.

3. Teaching and Learning Activities (TLAs)
   (TLAs designed to facilitate students’ achievement of the CILOs.)

<table>
<thead>
<tr>
<th>TLA</th>
<th>Brief Description</th>
<th>CILO No.</th>
<th>Hours/week (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading analysis and discussion</td>
<td>Using relevant concepts and terms, students will analyse and reflect upon an array of texts in small group and whole-class settings.</td>
<td>X X X X</td>
<td></td>
</tr>
</tbody>
</table>
meetings and discussion will read and respond to one another’s writing as a way to reflect upon and develop various stages of the writing process.

In class writing and creative workshops Students will document and reflect upon learning through writing activities and creative workshop projects.

<table>
<thead>
<tr>
<th>4. Assessment Tasks/Activities (ATs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ATs are designed to assess how well the students achieve the CILOs.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Tasks/Activities</th>
<th>CILO No.</th>
<th>Weighting*</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Continuous Assessment:</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Critical Essays</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Quizzes</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Participation and Completion of in class Class Writing Activities</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Examination: ____% (duration: , if applicable) 100%

* The weightings should add up to 100%. 100%
## Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Criterion</th>
<th>Excellent (A+, A, A-)</th>
<th>Good (B+, B, B-)</th>
<th>Fair (C+, C, C-)</th>
<th>Marginal (D)</th>
<th>Failure (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical Essays</td>
<td>Organization and Cohesion</td>
<td>The organization between sentences, paragraphs, and ideas is effective and smooth.</td>
<td>Organization supports thesis. Transitions between ideas are clear and functional. There is a sense of progression as the argument unfolds.</td>
<td>Elements of Marginal and Good</td>
<td>Some signs of logical organization. May have abrupt or illogical shifts and ineffective flow of ideas. Generally very choppy.</td>
<td>Ideas are not clearly contextualized. Unclear organization.</td>
</tr>
<tr>
<td></td>
<td>Clarity and Precision of Language</td>
<td>Language is used effectively and with a high level of precision.</td>
<td>Almost all sentences are error free. There is a sense of precision in word choice. The writer successfully uses complex sentence structures to convey ideas.</td>
<td>Elements of Marginal and Good</td>
<td>Some minor mistakes remain but these do not confuse the reader or impede meaning. The writer attempts to use complex grammatical patterns to convey ideas.</td>
<td>Some signs of logical organization. May have abrupt or illogical shifts and ineffective flow of ideas. Generally very choppy.</td>
</tr>
<tr>
<td></td>
<td>Thesis / Argument</td>
<td>The essay contains well thought-out ideas that are clearly expressed, original, and supported.</td>
<td>Thesis and purpose are clear and appropriate for the writing task. There is a sense of originality in the purpose.</td>
<td>Elements of Marginal and Good</td>
<td>Thesis and argument are vague or only loosely related to the writing task.</td>
<td>Reader cannot determine thesis &amp; purpose OR thesis has no relation to the writing task</td>
</tr>
<tr>
<td></td>
<td>Engagement with the relevant texts</td>
<td>Shows a deep understanding of the relevant texts.</td>
<td>The discussion of the primary texts is sufficiently detailed. There is a sense of the writer interpreting the text.</td>
<td>Elements of Marginal and Good</td>
<td>Some discussion of the relevant texts, but mostly in general and broad terms. Lacks details.</td>
<td>Very little if any engagement with the primary texts</td>
</tr>
<tr>
<td>2. Quizzes</td>
<td>Comprehension of course materials</td>
<td>Demonstrates a full understanding of course materials including details and</td>
<td>Demonstrates a partial understanding of course materials</td>
<td>Demonstrates a limited understanding of course materials</td>
<td>Fails to demonstrate an understanding of course materials</td>
<td></td>
</tr>
</tbody>
</table>

Course Syllabus
Jun 2017
### 3. Participation

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>Participation in in-class activities (such as group discussion and writing tasks)</td>
</tr>
<tr>
<td>3.5</td>
<td>Makes significant contribution to in-class discussion and completes writing tasks satisfactorily.</td>
</tr>
<tr>
<td>4.0</td>
<td>Makes occasional contribution to in-class group discussion and completes the writing tasks satisfactorily.</td>
</tr>
<tr>
<td>4.5</td>
<td>Seldom makes contribution to in-class group discussion; completes most of the in-class writing tasks</td>
</tr>
<tr>
<td>5.0</td>
<td>Little evidence of participation in class; completes very few in-class writing tasks</td>
</tr>
<tr>
<td>5.5</td>
<td>Fails to sufficiently participate in in-class activities (including discussion and writing)</td>
</tr>
</tbody>
</table>
Part III  Other Information  (more details can be provided separately in the teaching plan)

1. Keyword Syllabus
   (An indication of the key topics of the course.)

World literature in English, diaspora, class, race, hybridity, identity, culture

2. Reading List
2.1 Compulsory Readings
(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)


2.2 Additional Readings
(Additional references for students to learn to expand their knowledge about the subject.)