

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester B 2017/18**

Part I Course Overview

Crime Fiction

Course Title:

EN3590

Course Code:

1 Semester

Course Duration:

3

Credit Units:

B3

Level:

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:

(for GE courses only)

English

Medium of Instruction:

English

Medium of Assessment:

Nil

Prerequisites:

(Course Code and Title)

Nil

Precursors:

(Course Code and Title)

EN2820 Crime Fiction: Murder in the City

Equivalent Courses:

(Course Code and Title)

Nil

Exclusive Courses:

(Course Code and Title)

Part II Course Details

1. Abstract

Until relatively recently, crime fiction was frequently seen, alongside other forms of popular fiction, as less worthy of serious critical attention than other forms of literature. Yet it is one of the longest-lived and most popular genres of fiction. It also raises important theoretical questions concerning, for example, plot, character, discourse, and setting, while at the same time reflecting and illuminating transformations in social attitudes. This course will introduce students to both the historical development of crime fiction from its roots in the 19th century to the present, and explore the broad international scope of the genre. It will approach crime fictions both as texts rooted in and organised by specific generic traditions, and as social documents linked both to changing concepts of transgression, punishment, and justice, and a number of other important concepts including gender, race, and class. It will also adopt an intermedial approach to crime narratives by studying adaptations, and by examining contemporary screen crime dramas.

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.)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Trace the development of crime fiction from its historical roots through the present day, examining major trends and turning points in relation to literary and cultural history.		X	X	X
2.	Distinguish the typical conventions and structures of crime fiction as a genre.		X	X	
3.	Identify the genre's exploration of concepts of justice and order, especially the consequences of these values to individuals and society as a whole.		X	X	X
		100%			

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

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 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.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3				
Lectures	Lectures and readings will help	X	X	X				

	students identify and apply a range of theories to the analysis of crime narratives.							
Class /Group Discussions	Class /Group debates and discussions will allow students the chance to negotiate and reassess their personal views of the selected crime texts.	X	X	X				
Group Presentations	Group presentations will give students the chance to reflect on texts in a critical manner, applying the theories and concepts learnt in class.			X				

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3					
Continuous Assessment: 100%								
Multiple journal entries responding to specific texts will help students reflect critically on the selected reading material.	X	X	X				40%	Individual
In-class/take home essay will test student's knowledge of several texts, allowing them an opportunity also to draw upon their personal reflection.	X	X	X				40%	Individual
Class Participation will encourage students to enhance their discussion and debate skills, encouraging students to discuss personal reflections with confidence.	X	X	X				20%	Individual
Examination: ____% (duration: _____, if applicable)								
							100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+/A/A-)	Good (B+/B/B-)	Fair (C+/C/C-)	Marginal (D)	Failure (F)
Journals and Essay (Writing Assignments): Content	Content and task fulfillment	<i>Responds to the written task requirement in an exemplary way. All content highly relevant, well researched/innovative and supports requirements of the text (e.g. provides in-depth evidence for argumentative text)</i>	<i>Responds to the written task requirements in a good way. Content is relevant and supports requirements of the text (e.g. evidence is sufficient for argumentative text)</i>	<i>Responds to the written task requirements in an adequate way but content not always relevant and supporting evidence could be stronger.</i>	<i>Only addresses the requirements of the written task in a superficial way with little supporting evidence.</i>	<i>Fails to respond to the written task or does not submit task.</i>
	Knowledge of subject	<i>Demonstration of subject knowledge of in an exemplary way with evidence of in-depth reading and enquiry beyond the formal requirements of the course. Application of knowledge to task is excellent.</i>	<i>Demonstration of good subject knowledge showing evidence of completing all readings as part of the formal requirements of the course. Application of knowledge to task is good.</i>	<i>Demonstration of adequate subject knowledge but little beyond the minimum expectation of the subject. Application is adequate only and could benefit from more reading and in-depth enquiry.</i>	<i>Little evidence of subject knowledge and poorly applied to the task.</i>	<i>No evidence of subject knowledge, or fails to submit task.</i>
	Critical thinking and analysis	<i>Excellent critical analysis/interpretation/r</i>	<i>Good critical analysis/interpretation/</i>	<i>Adequate critical analysis/ interpretation/</i>	<i>Weak critical analysis /interpretation/</i>	<i>Fails to show any critical thinking/analysis in the</i>

		<i>eflection/evaluation demonstrated for the required task.</i>	<i>reflection/ evaluation demonstrated for the required task.</i>	<i>reflection/ evaluation demonstrated for the required task.</i>	<i>reflection/evaluation demonstrated for the required task.</i>	<i>completion of the task or fails to submit task.</i>
	Academic citation and referencing	<i>Excellent ability to reference sources within the text and compile reference list in appropriate style required of the task. In-text references are always relevant to the required task. Sources are cited transparently.</i>	<i>Good ability to reference sources within the text and compile reference list in appropriate style required of the task. In text references are mostly relevant to the required task. Sources are generally cited transparently,</i>	<i>Adequate ability to reference sources within the text and compile reference list although some mistakes. In text references are sometimes not relevant and not well integrated. Sources are occasionally cited transparently.</i>	<i>Weak ability to reference sources within the text or compiles reference list with many mistakes. Text references are not often not relevant nor well integrated. Sources are not cited transparently.</i>	<i>Fails to reference sources adequately within the text or compile reference list. Text references are not relevant nor well integrated. Sources are not cited transparently. Or fails to submit task.</i>
Journals and Essay (Writing Assignments): Language	Language choice: Lexico - grammatical features	<i>Demonstrates excellent grammatical /lexical range and accuracy.</i>	<i>Demonstrates good grammatical /lexical range and accuracy. May have occasional errors but does not interfere with comprehensibility of meaning.</i>	<i>Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interferes with comprehensibility.</i>	<i>Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.</i>	<i>Fails to use language to complete the task or does not submit the task.</i>
	Organisation: Textual coherence and cohesion	<i>Excellent coherence at textual level for required written task; excellent lexical and grammatical cohesion within paragraphs</i>	<i>Good coherence at textual level for required written task: good lexical and grammatical cohesion within paragraphs</i>	<i>Adequate coherence at textual level for required written task: simple lexical and grammatical cohesion choices to ensure cohesion within</i>	<i>Problematic use of coherence and cohesive devices where meaning is not clear and requires re –reading.</i>	<i>Fails to use coherence and cohesive devices to make meaning or does not submit the task.</i>

				<i>paragraphs with perhaps overreliance on discourse markers</i>		
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Participation	Individual	<i>Always actively listens and responds to others as well as to the teacher. Always actively participates in the group, helping to define goals, plans roles and timelines. Always prepared for group tasks in class and makes excellent contributions.</i>	<i>Frequently listens and responds to others as well as to the teacher. Mostly participates in the group, frequently helping to define goals, plan roles and timelines. Mostly prepared for group tasks in class and contributes well.</i>	<i>Sometimes listens and responds to others as well as to the teacher. Sometimes participates in the group and occasionally is observed to contribute to the team, but mostly takes a passive role. Mostly lacks preparation for group tasks and relies on others.</i>	<i>Little evidence of listening and responding to others. Makes little or no contribution to the class. Generally passive in the group and lets others do the work. Does minimum work in contributing to the team effort and appears to rely heavily on others.</i>	<i>No evidence of individual or team work due to non-attendance.</i>
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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.)

Genre and genre conventions; crime literature; crime writing, crime fiction, detective fiction, Golden Age crime fiction, hard-boiled fiction, international crime fiction, crime, punishment, justice, gender, race, class, adaptation, literary theory, literary history

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.)

Individual instructors will select the required readings to fulfil the course CILOs.

2.2 Additional Readings

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

Individual instructors will select the required readings to fulfil the course CILOs.