

City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2017 / 2018

Part I Course Overview

Course Title: Asian and Asian Diaspora Literature in English

Course Code: EN6510

Course Duration: 1 semester

Credit Units: 3

Level: P6

Proposed Area: Arts and Humanities
(for GE courses only) Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

The course will introduce students to literary texts by Asian and Asian diaspora writers living in multiple geographies and foster their understanding of contemporary transnational and transcultural themes and issues through a study of fiction, non-fiction, and films. By focusing on the place and role of English as a literary language in Asia and writing in English by Asians and persons of Asian descent, the course will allow students to discover the history of colonialism, issues germane to postcolonialism and immigration, linguistic choices and possibilities, as well as the forms of narrative that are deployed by the writers. Discussions include an examination of cultural formation and identity, as students will engage in active learning by exploring the construction of global cultural identities through cultural narratives as lived representations.

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.	Identify and evaluate and reexamine some core theories regarding Asian and Asian diaspora literature in English by exploring themes and styles of writing in representative literary works		X	X	X
2.	Recognize formal elements in literature and other cultural productions and relate them to major genres and theories in the context of Asian and Asian diaspora literature in English		X	X	X
3.	Analyze the historical, political, and social issues that produced these texts and critically discuss how the texts reflect their context		X	X	
4.	Use active learning as well as critical thinking and research skills to engage these texts on linguistic, literary, and socio-cultural levels		X	X	
		100%			

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

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	4			
1.	Lectures about key concepts related to Asian and Asian diaspora literature in English	X						
2.	Assigned reading		X					
3.	Class discussion and presentation		X	X	X			
4.	Short critical essays and final research paper	X	X	X	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	4				
Continuous Assessment: 100%								
Analytical essay Students will be asked to write 1 short critical/reflective essay on specific topic	X	X	X	X			30 %	
Class discussion and presentation Students are required participate actively in class discussions and do a short presentation on aspects of the readings assigned	X	X	X	X			30 %	
Final Comparison-Contrast paper Students are required to write one substantial (3000 words) final research paper	X	X	X	X			40 %	
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)
1. Group Presentation	Group Presentation	Presentation provides a clear and original close analysis of the literary text, demonstrating strong oral presentation skills and team work. Presentation offers an engaging creative interpretation of the text that involves the entire group and that stays within the time limit. Effective use of multimedia.	Presentation provides a clear close analysis of the literary text, demonstrating good oral presentation skills and team work. There may be too much description rather than analysis. Presentation offers a creative interpretation of the text that involves the entire group. Presentation may exceed the time limit and may employ multimedia in an ineffective way.	Presentation provides a close analysis of the literary text, demonstrating some oral presentation skills. There may be too much description rather than analysis. One or two group members may dominate the presentation. Presentation offers a creative interpretation of the text. Presentation exceeds the time limit employs multimedia in an ineffective way.	Only partially fulfills the requirements of the assignment. Basic user of English.	Does not fulfill the requirements of the assignment. Basic user of English.
2. Analytical Essay	Essay Writing	An excellent essay that critically analyzes aspects of the literary text in question, effectively applying literary and theoretical terminology. Provides a strong thesis statement	A very good essay that critically analyzes aspects of the literary text in question. Demonstrates a good attempt to apply literary and theoretical terminology. Provides a good	A satisfactory essay that analyzes the literary text in question using some relevant terminology and supported by some evidence. Provides a weak thesis statement and introduction. Engages primarily in description and plot summary rather than	Only partially fulfills the requirements of the assignment.	Does not fulfill the requirements of the assignment.

		<p>and introduction that puts forward an original interpretation of the text. Develops clear and logical analysis, supported with ample and detailed evidence. Goes beyond description to explore the full implications of the material. Excellent organization and paragraph development. Original conclusion that connects the topic to broader local/global issues of relevance. Effective integration of primary and secondary sources. Hardly any grammatical errors. Writing style is appropriate and rhetorically effective.</p>	<p>thesis statement and introduction that puts forward an original interpretation of the text. Engages in some description without exploring the full implications of the material. Effective organization and good paragraph development. Interesting conclusion that makes some attempts to expand the scope of the topic. Good integration of primary and secondary sources. Some minor errors in grammar. Writing style is appropriate.</p>	<p>analysis. Some problems with structure/organization and paragraph development. Conclusion simply restates the material in the body of the essay. Some problems with integration of primary and secondary sources, such as overuse of direct or indirect quotation. A moderate to large number of errors, demonstrating a clear lack of English proficiency. Writing style may be inappropriate at times.</p>		
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<p>3. Comparison-Contrast Essay</p>	<p>Essay Writing</p>	<p>An excellent essay that compares and contrasts aspects of the literary texts in question, effectively applying literary and theoretical terminology. Provides a strong thesis statement and introduction that puts forward an original interpretation of the texts. Develops clear and logical analysis, supported with ample and detailed evidence. Goes beyond description to explore the full implications of the material. Excellent organization and paragraph development that highlights comparison and contrast. Original conclusion that connects the topic to broader local/global issues of relevance.</p>	<p>A very good essay that compares and contrasts aspects of the literary texts in question. Demonstrates a good attempt to apply literary and theoretical terminology. Provides a good thesis statement and introduction that puts forward an original interpretation of the texts. Engages in some description without exploring the full implications of the material. Effective organization and good paragraph development, but comparison-contrast analysis may be weak in some parts. Interesting conclusion that makes some attempts to expand the scope of the topic. Good integration of primary and secondary sources. Some minor errors in grammar. Writing style is appropriate.</p>	<p>A satisfactory essay that compares and contrasts the literary texts in question using some relevant terminology and supported by some evidence. Provides a weak thesis statement and introduction. Engages primarily in description and plot summary rather than analysis. Some problems with structure/organization and paragraph development such as no attempt to compare and contrast the two texts, resulting in two separate essays. Conclusion simply restates the material in the body of the essay. Some problems with integration of primary and secondary sources, such as overuse of direct or indirect quotation. A moderate to large number of errors, demonstrating a clear lack of English proficiency. Writing style may be inappropriate at times.</p>	<p>Only partially fulfills the requirements of the assignment.</p>	<p>Does not fulfill the requirements of the assignment.</p>
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		Effective integration of primary and secondary sources. Hardly any grammatical errors. Writing style is appropriate and rhetorically effective.				
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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.)

Asian literature in English, Asian Diaspora literature in English, colonialism, postcolonialism, transcultural writing, ethnicity, history and literature, novel, poetry, film, memoir, graphic novels, new media, documentary.

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.)

1.	Madeleine Thien, <i>Do Not Say We Have Nothing</i> , Granta 2016
2.	Viet Nguyen, <i>The Refugees</i>
3.	Mia Alvar, <i>In the Country</i>
4.	Krys Lee, <i>Drifting House</i>

2.2 Additional Readings

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

1.	Lahiri, Jhumpa. <i>The Interpreter of Maladies</i> . Mariner Books, 1999.
2.	Lim, Shirley. <i>Among the White Moonfaces: Memoirs of a Nyonya Feminist</i> . Times Books International, 1996.
3.	Roy, Arundhati. <i>The God of Small Things</i> . Random House, 1997.
4.	Truong, Monique. <i>The Book of Salt</i> . Mariner Books, 2004.