

City University of Hong Kong
Course Syllabus

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

Part I Course Overview

Course Title: Literature in our Lives

Course Code: GE2108

Course Duration: One semester

Credit Units: 3

Level: A2, B2

X Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) None

Precursors:
(Course Code and Title) None

Equivalent Courses:
(Course Code and Title) None

Exclusive Courses:
(Course Code and Title) None

Part II Course Details

1. Abstract

“Literature in our Lives” is an interdisciplinary course that will introduce students to the basic theory and practice of literary studies. Beginning with a theoretical introduction to a range of literary genres, students will explore the ways in which art and life imitate each other. Combining a thematic focus (questions of identity, class, history, language) with discussions of forms, the course will engage multiple texts, leading students to think and write critically about the texts and learn how to produce their own critical responses to them, based on their own lives and experiences.

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.	Recognize formal literary elements in literature and connect them to major literary genres and theories			√	√
2.	Discover the aesthetic and creative aspects of literature through exploring themes and styles of writing in major literary works		√	√	√
3.	Apply critical thinking and reading skills in interpreting literary texts		√	√	√
4.	Critique and write a commentary on literary work and their significance in our lives		√	√	√

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

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.	<p>Reading discussion Each week students will be introduced literary texts in the lecture and will be required to discuss the texts in tutorials. Students will learn to apply what they have learnt in the lecture and identify literary features in the assigned readings.</p>	√	√	√				
2.	<p>Creative re-writing extracts of literary work Students will be required to re-write or paraphrase extracts of literary work. Such activities will enhance their ability to analyze the aesthetic and creative aspects of literature.</p>	√	√	√	√			
3.	<p>Writing literary critique Students will be introduced to the conventions and techniques in writing literary critiques. Students will demonstrate their understanding and their own interpretation of the themes and styles of writing of the assigned readings.</p>	√	√	√	√			
4.	<p>Team presentation Students will be required to choose and read a text from the reading list, and give a creative response in the form of a group presentation. In planning their presentation, students will decide how they may creatively interpret the text and convey their message to the audience. This activity requires both critical reading and thinking skills, creative perceptions, and interpretative abilities.</p>	√	√	√	√			

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%							
<p>Literary critique and creative writing via e-portfolio entries and participation</p> <p>Students will be introduced to the conventions and techniques in writing literary critiques and creative writing. Students will demonstrate their understanding and their own interpretation of the themes and styles of writing of the assigned readings by creating an online e-portfolio, which will include blog entries, literary critiques, reviews, critical commentaries etc. for which the course tutors will provide relevant instruction. Students will be able to access works published by one another and comment on it, creating a peer-conferencing network.</p>	√	√	√	√		50%	Individual Assessment
<p>Team presentation</p> <p>Students will be required to choose and read a text from the reading list, and give a creative response in the form of a group presentation (students can choose which ever creative form they feel is most appropriate- visual, musical, audio, written- to respond critically to the chosen text). In planning their presentation, they will decide how they may interpret the text and most imaginatively convey their message to the audience. This activity requires both critical reading and thinking skills, and interpretative abilities. The creative method of conveying their interpretation of the text will also provide an opportunity to assess students on the effort and accuracy of their interpretation.</p>	√	√	√			50%	Group Assessment
Examination: 0%							
* The weightings should add up to 100%.						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. Team Presentation		<p>Shows full understanding of main concepts in the text and relates them very well to wider literary conventions;</p> <p>The form of presentation demonstrates excellent accuracy and interpretation of the chosen text.</p> <p>All relevant information is included in discussion and presentation of text;</p> <p>The texts are comprehensively analyzed and reflected on;</p> <p>The purpose of demonstrating critical reading and interpretative skills is completely</p>	<p>The main concepts in the texts are competently discussed and related to wider literary conventions;</p> <p>The form of presentation demonstrates very good accuracy and interpretation of the chosen text.</p> <p>The information included in discussion and presentation of texts is sufficient</p> <p>The texts are sufficiently analyzed and reflected on;</p> <p>The purpose of demonstrating critical reading and interpretative skills is competently</p>	<p>The main concepts in the texts are sufficient discussed and related to wider literary conventions;</p> <p>The form of presentation demonstrates fair accuracy and interpretation of the chosen text.</p> <p>Only partial information is included in discussion and presentation of texts;</p> <p>Only partial analysis of texts is provided;</p> <p>The purpose of demonstrating critical reading and interpretative skills is partially achieved.</p>	<p>The analysis of texts is sketchy and inadequately related to wider literary conventions;</p> <p>The form of presentation demonstrates is inappropriate and demonstrates poor interpretation of the chosen text.</p> <p>Incomplete information is included in discussion and presentation of texts;</p> <p>The text analysis is not critical or reflective or comprehensive;</p> <p>The purpose of demonstrating critical reading and interpretative skills is not adequately achieved.</p>	<p>The concepts selected for analysis in the texts are highly inadequate and there is no connection made to wider literary conventions;</p> <p>The form of presentation is completely inappropriate and the chosen text is inaccurately interpreted.</p> <p>Very limited or inaccurate data is incorporated in critical analysis;</p> <p>The analysis is not at all comprehensible;</p> <p>The purpose of demonstrating critical reading and interpretative skills is not achieved in any way.</p>

		achieved.	achieved.			
2. Blog entries and online participation		<p>The e-portfolio entries are extremely well-presented and critique of and commentary on texts are extremely good;</p> <p>There is intelligent understanding of themes in the texts;</p> <p>Participation is thoughtful and extremely well articulated;</p> <p>The purpose of critiquing and sharing perspectives on texts is completely achieved.</p>	<p>The e-portfolio entries are competently presented and critique of texts is very good;</p> <p>There is very good recognition of themes and their significance in the texts;</p> <p>Participation is generally quite thought-provoking and quite well articulated;</p> <p>The purpose of critiquing and sharing perspectives on texts is achieved.</p>	<p>The e-portfolio entries are adequately presented and the critique of texts is reasonably good;</p> <p>The recognition of themes and their significance is adequate;</p> <p>Participation is at times thoughtful though not very frequent and articulated adequately;</p> <p>The purpose of critiquing and sharing perspectives on texts is partially achieved.</p>	<p>The e-portfolio entries are sketchy and critique of texts is inadequate;</p> <p>The recognition of themes and their significance is limited;</p> <p>Participation is seldom and not always relevant or well articulated;</p> <p>The purpose of critiquing and sharing perspectives on texts is not fully achieved at all.</p>	<p>The e-portfolio entries are highly inadequate and critique of texts very poor;</p> <p>There is almost no recognition of themes and their significance;</p> <p>Participation is rare and generally incoherent;</p> <p>The purpose of critiquing and sharing perspectives on texts is not achieved in any way.</p>

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.)

Basic elements of literary studies; typical conventions and structures of different literary genres; social commentary in contemporary literature; themes in Shakespeare; tools for literary critiquing; exploration of poetic devices; gender and sexuality in literature.

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.)

1.	Asimov, Isaac. (2003) <i>A guide to understanding and enjoying the works of Shakespeare</i> . Gramercy.
2.	Barnet, Sylvan., Burto, William., & Cain, William E. (2004). <i>An introduction to literature: Fiction, poetry, and drama</i> (13th Ed.). NY: Pearson Longman.
3.	Berg, Bruce L. (2009). <i>Qualitative research methods for the social sciences</i> (7th Ed.). Boston: Allyn & Bacon.
4.	Blakey, Art. (1962). 'Three Blind Mice', from <i>Art Blakey and the Jazz Messengers: Three Blind Mice, Volume 1</i> . Blue Note.
5.	Bryson, Bill. (2007) <i>Shakespeare: The world as stage</i> . Eminent Lives.
6.	Charters, Ann. & Charters, Samuel. (2001). <i>Literature and its writers: An introduction to fiction, poetry, and drama</i> (2nd Ed.). Boston, MA: Bedford/St. Martin's.
7.	Doyle, A. (1902). <i>The hound of the Baskervilles</i> . Harmondsworth: Penguin Popular Classics (1996).
8.	Fone, Byrne R.S. (2001). (Ed.) <i>The Columbia anthology of gay literature: Readings from Western antiquity to the present day</i> . NY: Columbia University Press.
9.	Gilbert, Sandra., & Gubar, Susan. (2007). <i>Norton anthology of literature by women: The traditions in English</i> (3rd Ed.). NY: W.W. Norton.
10.	Grisham, J. (2002). <i>The summons</i> . London: Arrow Books (or New York: Doubleday).
11.	Henderson, Gloria Mason., Day, Bill., Waller, Sandra Stevenson. (2003). <i>Literature and ourselves: A thematic introduction for readers and writers</i> (4th Ed.). NY: Longman.
12.	Ramazani, Jahan., Ellmann, Richard., O'Clair, Robert. (2003). (Eds.). <i>The Norton anthology of modern and contemporary poetry</i> (3rd Ed). NY: W.W. Norton.
13.	Stevenson, R. (1886). <i>Dr Jekyll and Mr Hyde</i> . Harmondsworth: Penguin Popular Classics (1994). http://www.online-literature.com/stevenson/jekyllhyde/
14	Woodward, Richard B. (2003). <i>Billy Collins: On the road with the Poet Laureate</i> . Checkerboard Films.

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	1,2,3,4
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	1,2
PILO 3: Demonstrate critical thinking skills	3
PILO 4: Interpret information and numerical data	1,4
PILO 5: Produce structured, well-organised and fluent text	4
PILO 6: Demonstrate effective oral communication skills	1
PILO 7: Demonstrate an ability to work effectively in a team	2
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	1,3
PILO 9: Value ethical and socially responsible actions	1,2,3,4
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	3,4

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Literary critique and creative writing via e-portfolio entries and participation Team presentation