

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2019 /20**

Part I Course Overview

Course Title: Fantasy in Literature

Course Code: EN2320

Course Duration: 1 semester

Credit Units: 3 units

Level: B2

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 aims to help students explore and discuss issues and themes related to the fantastic in literature, enabling them to understand and critique the social commentary often offered by such literature; interpret and explore the meaning systems of fantastic literature; develop interpretative skills through the reading and discussion of such literature; and to engage in a critical dialogue about the presence of fantasy elements in literature. In addition, students will develop an awareness of the nature and structure of a range of fantastic forms of narrative; strengthen their interpretative skills and lexical range through the reading and discussion of literary texts; and develop an appreciation and enjoyment of reading literature.

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.	Explore and interpret themes (e.g. socio-political, religious and cultural metaphors) offered in fantastic literature, in order to critically reflect on how fictive worlds relate to and reflect on the real world.		✓	✓	
2.	Identify typical structures and conventions of a range of fantastic literature.		✓	✓	
3.	Critically analyse texts and narrative techniques within their socio-historical and generic contexts.			✓	✓
...					
		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	4			

	Lectures given in class in addition to selected reading articles will provide background theoretical and analytic tools, to stimulate and challenge thoughts, and to assist in open and stimulating discussions and debates of chosen, representative texts	✓	✓	✓				
	In-class analysis of texts in groups, individually, and as a class will stimulate discussion, debate, exchanging of personal reflections, and enrich understanding of texts through the various perspectives offered.	✓	✓	✓				

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%							
Class participation is crucial in this course, in order to encourage debate and discussion amongst students. Both in-class and online activities may be considered.		X	X	X		10%	
Long-form term paper will allow students to apply the skills and knowledge acquired on the course by developing and supporting an innovative claim about one of the course texts.	X	X	X	X		50%	
Multiple in-class tests will test the students' basic knowledge of the set texts, including basic information, prominent textual details, and major interpretative contexts covered in lectures.	X	X	X			40%	

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)
Written Assignments	Presentation	The written assignments are extremely well presented in terms of font, layout, spacing, headings, and citation	The written assignments are well presented in terms of font, layout, spacing, headings, and citation	The written assignments are adequately presented in terms of font, layout, spacing, headings, and citation	The written assignments are poorly presented in terms of font, layout, spacing, headings, and citation	The written assignments are very poorly presented in terms of font, layout, spacing, headings, and citation
	Critique and commentary	The written assignments offer an extremely effective critique of and commentary on the relevant text	The written assignments offer an effective critique of and commentary on the relevant text	The written assignments offer an adequate critique of and commentary on the relevant text	The written assignments offer an inadequate critique of and commentary on the relevant text	The written assignments offer little or no critique of or commentary on the relevant text
	Evidence and argumentation	The claims made about the text are excellently supported by evidence and argumentation	The claims made about the text are well supported by evidence and argumentation	The claims made about the text are supported by some evidence and argumentation	The claims made about the text are poorly supported by limited evidence and weak argumentation	The claims made about the text are unsupported by evidence or argumentation
	Accuracy and organization	The written assignments highly accurate in terms of lexis and grammar, are cohesive, and have a logical structure	The written assignments are accurate in terms of lexis and grammar, are generally cohesive, and have a clear structure	The written assignments are fairly accurate in terms of lexis and grammar, are somewhat cohesive, and have some structure	The written assignments are inaccurate in terms of lexis and grammar, have problems in terms of cohesion, and have little structure	The written assignments are highly inaccurate in terms of lexis and grammar, are not cohesive, and have no clear structure

Quizzes	Knowledge of texts from individual readings, and awareness of key contexts and interpretative positions from lectures	<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>
Participation	Participation in class and in online activities	<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 on others.</i>	<i>No evidence of individual or team work due to non attendance.</i>

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.)

Fantasy, science-fiction, fantastic literature, genre, context, close reading, theory

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.	
2.	
3.	
...	

2.2 Additional Readings

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

1.	Bloom, H (ed) (1994). Modern Fantasy Writers. New York: Chelsea House
2.	Mathews. R (1997). Fantasy: The Liberation of Imagination. London: Prentice-Hall.
3.	Rabkin, E S (ed) (1979). Fantastic Worlds: Myths, Tales, and Stories. New York: Oxford University Press