City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2019/ 2020

Part I   **Course Overview**

Course Title:	**Critical Approaches to Literature**
Course Code:	**EN6508**
Course Duration:	**One Semester**
Credit Units:	**3 Credits**
Level:	**P5**
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☐ Study of Societies, Social and Business Organisations ☐ Science and Technology
Medium of Instruction:	**English**
Medium of Assessment:	**English**
Prerequisites: *(Course Code and Title)*	**Nil**
Precursors: *(Course Code and Title)*	**Nil**
Equivalent Courses: *(Course Code and Title)*	**Nil**
Exclusive Courses: *(Course Code and Title)*	**Nil**

Part II   Course Details

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

The course aims to introduce students to major theoretical concepts and critical practices in literary studies. Students will focus on specific writers, genres or themes in the context of literary history and criticism. The critical perspectives that this course explores may include gender studies, postcolonialism, new historicisim, psychoanalysis, postmodernism and reader-response theory. This course will also prepare students to conduct their own independent research on literature. Students will generate critical, analytical and creative responses to selected texts throughout the course.

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 key critical approaches to literature	NA	V	V	
2.	Describe the characteristics of the set texts and locate them in the context of relevant theories and criticism.	NA	V	V	V
3.	Analyze the texts in the context of literary theories and criticism.	NA	V	V	V
4.	Apply critical reading, thinking, and writing skills to interpret literary texts.	NA	V	V	V
5.	Understand the social, cultural and political influence on the development of critical practices in literary studies	NA	V	V	V
6.	Apply the knowledge and skills gained from CILOs 1-5 to design a research study	NA	V	V	V
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	5		
Lectures	Interactive lectures on major critical approaches, selected writers and literary texts	V	V	V	V	V		
Discussions	Small group discussions and peer review activities	V	V	V	V	V		
Writing tasks	Analytical and research writing tasks	V	V	V	V	V		
Analysis and interpretation	Guided literary analysis and interpretation activities	V	V	V	V	V		

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	5			
Continuous Assessment: _100___%								
Critical Essay Each student will write a critical essay on a selected topic.	V	V	V	V	V		40%	
Group Presentation Students form small groups to give a presentation on selected literary criticism.	V	V	V	V	V		20%	
Research Proposal/Critical Survey Each student will write either a research proposal or a critical survey of the research literature on a chosen topic.	V	V	V	V	V		30%	
Class Participation and Discussion Students are expected to participate actively in class discussion and activities, as well as demonstrate their reading preparation.	V	V	V	V			10%	
Examination: _0___% (duration: , if applicable)								

* The weightings should add up to 100%.

100%

5.   Assessment Rubrics

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Critical Essay	Thesis and Argumentation	Thesis is clear and appropriate for the writing task. There is a sense of originality in the way the writer has answered the question. Ideas are well supported and conclusions reveal a progression of ideas	The responses contain sharp ideas that are clearly expressed, original, and thoughtfully supported.	Elements of B and D	The topic is clear but there is little originality in the way that the writer has answered the question. Ideas are not always supported. There is little sense of progression as the paper develops.	The essay appears to be off topic or only loosely related to the task. The writer may have misunderstood the question.
	Engagement	Sophisticated critical reading and interpretative skills apparent.	The discussion of the primary texts and secondary source materials is appropriate and sufficiently detailed. There is a sense of the writer critically engaging with the texts.	Elements of B and D	Some discussion of the primary texts and secondary source materials, but mostly in general and broad terms. The selection of the texts may not be appropriate for the task.	Very little if any engagement with the primary texts.
	Organisation	Organization supports thesis in a logical and compelling way. The organization between sentences, paragraphs, and ideas is cohesive and effective in terms of advancing the writer's arguments.	Organization clearly supports thesis. Transitions between ideas are clear and are appropriately expressed.	Elements of B and D	There maybe abrupt or illogical shifts in ideas. Parts of the response may be illogically connected or tangential. Mechanical and inappropriate use of transitional phrases.	Ideas are not clearly marked or contextualised.
	Language	Exceptionally well composed. Words are used with precision and accuracy. A wide variety of sentence structures are used.	Strong control of language and a wide lexical range. Grammatical structures are varied and well constructed. Small errors may persist but the meaning is sharp and clear.	Effective and functional control. Basic ideas are communicated effectively. Errors cause minimal distraction.	There is a high density of errors, causing strain for the reader. The meaning is sometimes lost or unclear	Almost every sentence has some kind of error, which causes serious problems for the reader. The meaning is often lost or distorted.
Participation		Makes significant contribution to in-class discussion and completes tasks satisfactorily.	Makes occasional contribution to in-class discussion and completes the tasks satisfactorily.	Seldom makes contribution to in-class group discussion and in class tasks.	Little evidence of participation in class; completes very few in-class tasks.	Fails to complete in-class tasks or participate in class discussions.

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

Group Presentation	Content	The topic is well-researched, and analysis and explanation are supported by details. Ideas are insightful and original.	Good research skills apparent. Content is thoughtful. There maybe some lack of details.	Elements of B and D	Content is lacking details or consideration. Research appears to be superficial.	The content is insufficient and/or substantially lacking in detail. Lacking evidence of research.
	Language and Delivery	Exceptionally well presented. Ideas are communicated with precision and accuracy. Excellent non-verbal communication.	Strong control of language and effectively communicated. Small errors persist but the meaning is clear. Effective non-verbal communication.	Elements and functional control of presentation. Basic ideas are communicated effectively. Errors cause minimal distraction. Satisfactory non-verbal communication.	There is a high density of errors, causing strain for the audience. The meaning is sometimes lost or unclear. Non-verbal communication is weak.	There are serious problems in comprehension for the audience. The meaning is often lost or distorted.
	Organization	Visually appealing and highly effective team management. Smooth and effective transitions and strong cohesions.	Visually appealing and effectively organized with some inconsistencies. Good transitions and sense of cohesion. Good team management is apparent.	Elements of B and D.	Lacking in clear organization. Design is inappropriate and/or ineffective. Team management may appear uneven. Presentation appears fragmented and lacking in cohesion.	The organization is confusing, unclear, or non-existent. There is an obvious lack of teamwork and cohesion.
Research Proposal	Topic	Shows full understanding of the topic	Shows sufficient understanding of the topic	Shows partial understanding of the topic	Shows inadequate understanding of the topic	Shows inaccurate understanding of the topic
	Content and Analysis	Shows full understanding of main concepts and theoretical approach and their application; All relevant information is included in discussion and analysis; The purpose of the analysis is completely achieved	The theoretical approach and main concepts selected for analysis are competently discussed and applied; The information included in discussion and analysis is sufficient; The purpose of the analysis is achieved	The theoretical approach and main concepts selected for analysis is sufficient, and partially applied; Only partial information is included in discussion and analysis; The purpose of the analysis is partially achieved	The theoretical approach and main concepts selected for analysis are sketchy and inadequate; Incomplete information is included in discussion and analysis; The purpose of the conceptual analysis is not adequately achieved	The theoretical approach and main concepts selected for analysis are either highly inadequate or inappropriate; Very limited or inaccurate information is incorporated in the analysis; The analysis is not at all comprehensible; The purpose of the analysis is not achieved in any way
	Organization	Effectively organized	Quite effectively organized	Adequately organized	Inadequately organized	Poorly organized

	Language	Style and tone are highly appropriate	Style and tone are appropriate	Style and tone are somewhat appropriate	Style and tone and inappropriate	Style and tone are completely inappropriate

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.)
    Literary theory, textual practice, literature, postcolonialism, gender, postmodernism

2. **Reading List**
2.1 **Compulsory Readings** (*tentative list)
    (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.	Beckett, Samuel. *Waiting for Godot*
2.	Borges, Jorge Luis. *Labyrinths* (selections)
3.	Rhys, Jean. *Wide Sargasso Sea*
4.	Shelley, Mary. *Frankenstein*
5.	Castle, Gregory. *Blackwell Guide to Literary Theory* (selections)

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

1.	Barthes, Roland. *Mythologies.* London: Vintage, 2000.
2.	Bennett, Andrew & Nicholas Royle. *An Introduction to Literature, Criticism and Theory.* London and New York: Routledge, 2014.
3.	Belsey, Catherine. *Critical Practice.* London and New York: Routledge, 2002.
4.	Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity.* London and New York: Routledge, 2010.
5.	During, Simon. *The Cultural Studies Reader.* London: Routledge, 1993.
6.	Eagleton, Terry. *Literary Theory: An Introduction.* Minneapolis: University of Minnesota Press, 2008.
7.	Frow, John. *Genre.* London and New York: Routledge, 2015.
8.	Highmore, Ben. *Everyday Life and Cultural Theory: An Introduction.* London: Routledge, 2002.
9.	King, Bruce. *The Internationalization of English Literature*. Oxford: Oxford University Press, 2004.
10.	Leitch, Vincent (Ed.). *The Norton Anthology of Theory and Criticism.* London and New York: Norton, 2001.
11.	Lentricchia, Frank and Thomas McLaughlin. *Critical Terms for Literary Study.* Chicago and London: The University of Chicago Press, 1995.
12.	Lodge, David. *The Art of Fiction.* London: Vintage Books, 2011.
13.	Onega, Susanna and Christian Gutleben (Eds.) *Refracting the Canon in Contemporary British Literature and Film.* Amsterdam; New York: Rodopi, 2004.
14.	Pope, Rob. *The English Studies Book: An Introduction to Language, Literature and Culture.* London and New York: Routledge, 2002.
15.	Poplawshi, Paul. *English Literature in Context*. Cambridge: Cambridge University Press, 2008.
16.	Rivkin, Julie and Michael Ryan. *Literary Theory: An Anthology*. London: Blackwell, 2017.
17.	Williams, Raymond. *Keywords: A Vocabulary of Culture and Society.* London: Fontana Press, 1983.