

**City University of Hong Kong  
Course Syllabus**

**offered by Department of English  
with effect from Semester A 2020 / 2021**

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**Part I Course Overview**

<b>Course Title:</b>	Critical Approaches to Literature
<b>Course Code:</b>	EN4577
<b>Course Duration:</b>	1 semester
<b>Credit Units:</b>	3
<b>Level:</b>	B4
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input checked="" type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	Nil
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	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 topics such as gender studies, postcolonialism, new criticism, psychoanalysis, postmodernism and reader-response theory. This course will enhance students' ability to analyse and interpret literary production from different cultural contexts through discussions of form, style, innovations on traditional creative paradigms and themes. Students will generate critical 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 and understand relevant terms and concepts related to literary criticism		X	X	
2.	Analyze literary texts in relation to their literary and historical context.		X	X	
3.	Deploy close reading skills to achieve a nuanced understanding of literary texts.		X	X	X
4.	Generate critical, analytical and creative responses to literature.		X	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			
Lectures	Lectures will provide background on literary movements and theories, and guide students in approaching representative texts.	X	X	X	X			
Class Discussion and group activities	Group and class discussions will facilitate an exchange of informed personal responses, ideas and perspectives on the texts.	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%								
<b>Class participation</b> is crucial in this course, in order to encourage debate and discussion amongst students	X	X	X	X			10%	
<b>Quizzes/tests</b> that will assess the students' knowledge of the main critical theories and approaches introduced on the course	X	X	X	X			40%	
<b>Critical Essay</b> will assess the students' ability to analyze one or more representative texts in relation to a chosen critical/theoretical paradigm. Students will need to carry out close reading and secondary source research to support and develop their ideas.		X	X	X			50%	
Examination: <u>  0  </u> % (duration: hours     , 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)
Critical Essays	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.
	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.
	Engagement	Sophisticated critical reading and interpretative skills apparent.	The discussion of the primary texts 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, but mostly in general and broad terms. The selection of primary texts may not be appropriate for the task. Citation methods are not clear or inconsistently applied.	Very little if any engagement with the primary texts
	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

Quizzes	Engagement and Support	Demonstrates a very detailed and accurate understanding of the course content.	Demonstrates a good understanding of relevant course content.	Demonstrates fairly good understanding of course content.	Demonstrates a superficial understanding of course content.	Demonstrates a minimal understanding course content.
Participation	Participation in in-class activities	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 adequate contribution to in-class group discussion and in class tasks.	Little evidence of participation in class; completes very few in-class tasks.	Fails to sufficiently participate in in-class activities (including discussion and other tasks)

**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.)*

Literature, poetry, fiction, drama, literary and cultural studies, critical theory

**2. Reading List**

**2.1 Compulsory Readings** \*to be finalized by course instructor

*(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.	<b>Beginning Theory:</b> An Introduction to Literary and Cultural Theory: Barry, Peter.
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**2.2 Additional Readings**

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

1.	Leitch, Vincent (Ed.). <i>The Norton Anthology of Theory and Criticism</i> . London and New York: Norton, 2001.
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