

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2022/23**

Part I Course Overview

Foundations of Literary Studies

Course Title:

EN2714

Course Code:

1 semester

Course Duration:

3

Credit Units:

B2

Level:

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:

(for GE courses only)

English

Medium of Instruction:

English

Medium of Assessment:

Nil

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)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course introduces the foundational skills, strategies, and concepts central to literary studies. Investigating a representative selection of literary texts, students will learn the critical thinking skills of close reading, interpretation, and analysis and apply these skills in thesis-driven essays. They will also develop the research skills required for evaluating, synthesising, and incorporating secondary sources effectively in their essays. As they work towards building informed, text-based analyses, students will engage with the concepts that literary texts provoke and the historical and cultural discourses with which they interact. Finally, students will reflect on the course texts and on their research and writing process in ongoing written tasks and participate in collaborative learning activities, such as peer-led discussions and informal group presentations, to develop their conceptual and historical understanding of literary texts and their contexts.

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.	Learn the critical thinking skills of close reading, interpretation, and analysis and demonstrate these skills in thesis-driven essays.		x	x	x
2.	Develop the research and writing skills required for evaluating, synthesising, and incorporating secondary sources effectively in essays.		x	x	x
3.	Investigate the concepts that literary texts provoke and the historical and cultural contexts with which they interact.		x	x	
4.	Collaborate with peers to develop conceptual understanding and discover new interpretations of literary texts.		x	x	
5.	Reflect critically on course readings and on the writing and research process.		x	x	
		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	5	
1.	Interactive lectures integrated with student-directed discussion.	x	x	x	x		
2.	In-class and online writing tasks, in which students reflect on the course readings, document research discoveries, and formulate research questions, while honing writing skills.	x	x	x		x	
3.	Collaborative learning activities, in which students develop their conceptual understanding of literary texts and contexts, practice their critical thinking skills, and share their research.	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	5		
Continuous Assessment: 100%							
Critical Essay (Individual Assessment)	x		x			30%	750-word thesis-driven essay on a course text that applies close-reading, interpretative, and conceptual thinking skills.
Research Essay (Individual Assessment)	x	x	x			40%	1500-word thesis-driven essay that analyses one or more course texts and incorporates research from relevant secondary sources.
Writing Portfolio (Individual Assessment)	x	x	x		x	20%	Ongoing writing tasks (in-class and online), including reflections on course readings and on the writing and research process.
Participation (Individual Assessment)	x		x	x		10%	Contributions to class discussions and active participation in collaborative learning activities.
Examination: ____% (duration: _____, if applicable)							

* 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. Participation	Contributions to class discussions and collaborative activities	Demonstrates excellent understanding of the texts and topics studied and ability to think critically; consistently shows ability to formulate convincing interpretations and contribute productively to class discussions; participates proactively in collaborative activities.	Demonstrates good understanding of the texts and topics, with some ability to think critically; makes some good contributions to the discussions that go beyond a basic understanding; participates actively in collaborative activities.	Demonstrates adequate understanding of the texts and topics, though may resort to summary and description, rather than critical thinking; contributes infrequently to class discussions and responses may be vague or inaccurate; passive engagement in collaborative activities.	Demonstrates limited understanding of the texts and topics, will little evidence of preparation or ability to think critically; contributes little to discussions and collaborative activities.	Fails to demonstrate any understanding of the texts or topics; does not contribute to class discussions or collaborative activities.
2. Critical Essay	Critical thinking and Argument	Demonstrates excellent skills of interpretation and analysis, with original insights into course texts and concepts and a clearly articulated, focused, and convincing argument.	Demonstrates good skills of interpretation and analysis, with some insights into course texts and concepts and a well-articulated, mostly focused, often convincing argument.	Demonstrates adequate skills of interpretation and analysis, though may remain superficial and disconnected from course texts and concepts; argument may lose its focus and/or may not be clearly articulated or convincing.	Demonstrates limited skills of interpretation and analysis, with little engagement with course texts and concepts; argument may lose its focus and/or may not be clearly articulated or convincing.	No skills of interpretation and analysis demonstrated and/or no clear argument articulated.

	<p>Organisation, Evidence, and Academic conventions</p>	<p>Extremely effective structure, with a clear progression of ideas and focused paragraphs; relevant evidence from primary text is incorporated fluidly and cited properly using a recognised academic citation format.</p>	<p>Mainly effective structure, with a progression of ideas evident and paragraphs that may lose their focus; relevant evidence from primary text is incorporated fairly well and cited mostly accurately using a recognised academic citation format.</p>	<p>Adequate structure, with some progression of ideas but paragraphs may lack focus; relevant evidence from primary text is lacking and citations often inaccurate.</p>	<p>Ineffective structure, with limited progression of ideas and/or unfocused paragraphs; evidence from primary text is scant and/or irrelevant and citations mostly inaccurate.</p>	<p>No structure evident, with no progression of ideas and/or coherent paragraphs; evidence from primary text is absent and/or irrelevant and citations lacking or inaccurate.</p>
	<p>Language</p>	<p>Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the task.</p>	<p>Lexicogrammar is usually accurate, idiomatic, varied and appropriate to the task; minor issues do not negatively affect comprehension.</p>	<p>Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the task; relatively few issues have only a limited, negative effect on comprehension.</p>	<p>Lexicogrammar is inaccurate and/or unidiomatic and/or lacks appropriate variation or is inappropriate to the task, significantly disrupting comprehension.</p>	<p>Serious problems exist with the lexicogrammar. It is inaccurate and/or unidiomatic and/or lacks appropriate variation or is inappropriate to the task, frequently and seriously disrupting comprehension.</p>

3. Research Essay	Critical thinking and Argument	Demonstrates excellent skills of interpretation and analysis, with original insights into course texts and concepts and a clearly articulated, focused, and convincing argument.	Demonstrates good skills of interpretation and analysis, with some insights into course texts and concepts and a well-articulated, mostly focused, often convincing argument.	Demonstrates adequate skills of interpretation and analysis, though may remain superficial and disconnected from course texts and concepts; argument may lose its focus and/or may not be clearly articulated or convincing.	Demonstrates limited skills of interpretation and analysis, with little engagement with course texts and concepts; argument may lose its focus and/or may not be clearly articulated or convincing.	No skills of interpretation and analysis demonstrated and/or no clear argument articulated.
	Organisation, Evidence, and Academic conventions	Extremely effective structure, with a clear progression of ideas and focused paragraphs; relevant evidence from primary text is incorporated fluidly and cited properly using a recognised academic citation format.	Mainly effective structure, with a progression of ideas evident and paragraphs that may lose their focus; relevant evidence from primary text is incorporated fairly well and cited mostly accurately using a recognised academic citation format.	Adequate structure, with some progression of ideas but paragraphs may lack focus; relevant evidence from primary text is lacking and citations often inaccurate.	Ineffective structure, with limited progression of ideas and/or unfocused paragraphs; evidence from primary text is scant and/or irrelevant and citations mostly inaccurate.	No structure evident, with no progression of ideas and/or coherent paragraphs; evidence from primary text is absent and/or irrelevant and citations lacking or inaccurate.
	Research Skills	Excellent engagement with secondary sources,	Good engagement with secondary sources, which are	Adequate engagement with secondary sources, some of	Limited engagement with secondary sources, which may	No engagement with secondary sources.

		which are highly relevant, rigorously analysed, and effectively incorporated.	mostly relevant, analysed well, and incorporated mainly effectively.	which may not be relevant and/or always incorporated effectively; some analysis attempted.	not be relevant and/or incorporated effectively; analysis is limited.	
	Language	Lexicogrammar is extremely accurate, idiomatic, varied, and appropriate to the task.	Lexicogrammar is usually accurate, idiomatic, varied, and appropriate to the task; minor issues do not negatively affect comprehension.	Lexicogrammar is frequently accurate, idiomatic, varied, and appropriate to the task; relatively few issues have only a limited, negative effect on comprehension.	Lexicogrammar is inaccurate and/or unidiomatic and/or lacks appropriate variation or is inappropriate to the task, significantly disrupting comprehension.	Serious problems exist with the lexicogrammar. It is inaccurate and/or unidiomatic and/or lacks appropriate variation or is inappropriate to the task, frequently and seriously disrupting comprehension.
4. Writing Portfolio	Ongoing engagement in the writing and research process	Demonstrates excellent engagement in the writing and research process, with frequently insightful reflections on course readings and concepts and well-organised documentation of research materials and essay drafts.	Demonstrates good engagement in the writing and research process, with consistent, detailed reflections on course readings and concepts and some documentation of research materials and essay drafts.	Demonstrates adequate engagement in the writing and research process, with some vague reflections on course readings and little documentation of research materials and/or essay drafts.	Demonstrates limited engagement in the writing and research process, with few or superficial reflections on course readings and scant documentation of research materials and/or essay drafts.	Fails to demonstrate engagement in the writing and research process, with no substantial reflection on course readings and/or no documentation of research materials and essay drafts.

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.)

Critical thinking skills; writing skills; research skills; interpretation and analysis; conceptual understanding; historical and cultural contexts of literature.

2. Reading List

2.1 Required Readings (to be finalised by the course instructor)

(Required 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.	Sophocles, <i>Antigone</i>
2.	Mary Shelley, <i>Frankenstein</i>
3.	Arthur Miller, <i>The Crucible</i>
4.	Gish Jen, <i>The Registers</i>
5.	Selected poetry

2.2 Additional Readings

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

1.	Terry Eagleton. <i>How to Read Literature</i> . New Haven, CT: Yale University Press, 2013.
2.	Katherine O. Acheson. <i>Writing essays about literature: a brief guide for university and college students</i> . 2 nd edition. Peterborough, ON: Broadview Press, 2021.

