City University of Hong Kong
Course Syllabus

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

Part I   Course Overview

Course Title: Studies in Literature and Film

Course Code: EN6519

Course Duration: One semester

Credit Units: 3

Level: P6

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**

Studies in Literature and Film will introduce students to the fundamental concepts and terminology needed to analyse English-language literary texts and their adaptions into film. Beginning with a focus on analysing literary and popular texts (e.g. novels, memoirs, graphic novels, short stories), this course will then proceed to analyse their filmic adaptions. Through attention to the technical aspects of film-making, the course provides students with the basic vocabulary to discuss films in speaking and writing. Building upon this formal foundation, it then guides students to "read" the meaning of films as texts situated in their social, political, and cultural contexts. Through close analyses of films in writing and oral discussions, students have many opportunities in this course to sharpen their critical thinking and creativity. Students will also have the opportunity to work in groups to produce a short student film.

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.	Effectively analyse literary texts when writing an analytical essay		√		
2.	Correctly and effectively recognize and use film terminology and apply basic film concepts to the analysis and evaluation of a given English language film		√		
3.	Examine multiple interpretive possibilities of and formulate arguments about English language literary texts and films.			√	
4.	Apply analytical and critical skills when viewing and writing analyses of English language literary texts and their film adaptions.		√	√	√
* If weighting is assigned to CILOs, they should add up to 100%.		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			
1.	The instructor delivers interactive multimedia lectures in which the use of literary and film terminology and analysis techniques are explained and illustrated.	√	√		√			
2.	Students read literary texts, watch film excerpts and discuss these using the appropriate terminology and concepts.	√	√	√	√			
3.	Students discuss various interpretations of literary texts and film adaptions and the implications of these interpretations, including their social, cultural and historical contexts.	√	√	√	√			
4.	Students work in small groups to produce a group video project consisting of a portfolio, screenplay, and short video.		√	√	√			

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%								
Essay Students will write a literary analysis paper, applying the skills of close reading and interpretation learned in class.	√	√	√	√			25%	Individual work; assessed individually
Film Analysis In groups, students will choose a film to analyse, applying the film terminology and theories of adaptation learned in class. They will present their analysis orally in class, using visual evidence (shots, clips) from the films and from critical sources for support.	√	√	√	√			25%	Group work: assessed as a group
In-class discussion Students will also be assessed on the basis of their contributions to in-class discussions and activities.	√	√	√	√			15%	Individual work; assessed individually
Group Video Project In groups, students will create a 5-10 minute video in English, seeking to apply the basic		√	√	√			35%	Group work; assessed as a group and individually

concepts of film form learned in the course, and will present the video in class (20 %). Additionally, students will be asked to submit a screenplay and a personal reflection paper (15%)									
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.)

<u>Applicable to students admitted in Semester A 2022/23 and thereafter</u>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Essay	Content	An excellent essay that critically analyses aspects of the literary text in question, effectively applying literary and theoretical terminology. Goes beyond description to explore the full implications of the material.	A good essay that critically analyses some aspects of the literary text in question and applies literary and theoretical terminology quite effectivley. Goes beyond description to explore some broader implications of the material.	Essay is limited in its analysis and does not always apply literary and theoretical terminology. Relies on description and does not explore the broader implications of the material.	Essay is limited in its analysis and does not effectively apply literary and theoretical terminology. Relies on description and does not explore the broader implications of the material.
	Organisation	Excellent structure and paragraph development. Original conclusion that connects the topic to broader local/global issues of relevance. Effective integration of primary and secondary sources.	Good structure and paragraph development. Good conclusion that points to the to the relevance of the text/topic. Mainly effective integration of primary and secondary sources.	Lack of structure and paragraph development evident. Primary and secondary sources not always integrated correctly and/or effectively.	No structure or development of ideas evident, Primary and secondary sources not integrated correctly and/or effectively.
	Language use	Language use is accurate and idiomatic and style and tone highly appropriate to the task.	Language use is mostly accurate and idiomatic and styles and tone mainly appropriate to the task.	Language use is often inaccurate and limited style and tone may be inappropriate to the task.	Language use is inaccurate and negatively impacts comprehension; style and tone may be inappropriate to the task.

2. Film Analysis	Focus and Organisation	A convincing main point, sufficiently supported by visual evidence from the film and from critical/theoretical sources. Analysis is developed in sophisticated, original ways with independent thinking and well-integrated secondary sources. Organisation of points is sound and leads the class toward a broader understanding of the film.	A mainly convincing main point, supported by adequate visual evidence from the film and from critical/theoretical sources. Analysis is mostly developed with independent thinking and well-integrated secondary sources. Organisation of points is mostly sound and helps the class understand something new about the film.	Lacking a clear main point and/or adequate visual evidence from the film and from critical/theoretical sources. Analysis and independent thinking is limited. Points are not organised coherently and little insight into the film is shown.	Lacking a main point with no relevant visual evidence from the film and from critical/theoretical sources. Analysis and independent thinking is lacking. No organisation evident or insight into the film shown.
	Language use	Language use is fluent, accurate, and idiomatic to a great extent.	Language use is mainly fluent, accurate, and idiomatic.	Language use is limited and may negatively impact comprehension.	
3. . In-class discussion	Participation and Preparation	A leader in class discussion every week, contributing constructive comments to class discussion. Creativity and leadership shown in carrying out group activities.	Contributes productively to class discussion and activities most weeks. Some creativity and leadership shown in carrying out group activities.	Rarely contributes to class discussion and group activities. Comments and class conduct may negatively impact the learning environment.	Does not contribute at all to class discussion and group activities. Comments and class conduct may negatively impact the learning environment.
4. Group Video Project	Screenplay (content, organisation, language use)	Represents an original and creative fictional screenplay in English suitable for a short film; follows all the formatting and writing conventions of a professional screenplay; grammatically correct	Represents a credible fictional screenplay in English suitable for a short film; follows most of the formatting and writing conventions of a professional screenplay; language use is mainly accurate and idiomatic.	Represents a weak fictional screenplay in English suitable for a short film; does not follow all the formatting and writing conventions of a professional screenplay; language use inaccurate and	Does not represent a credible screenplay that follows the conventions of the genre. Language use is very limited and comprehension is negatively impacted.

		and rhetorically effectivel language use is accurate and idiomatic to a great extent.		negatively impacts meaning.	
	Group Video (editing, visual design, technical proficiency, performance)	A short film that creatively and originally integrates story content and film form. Film is edited in a way that is compelling and cohesive. Employs obvious visual design through costume, settings or cinematography. Employs memorable and convincing performances.	A short film that integrates story content and film form adequately and effectively. Film is edited mostly cohesively. Evidence of visual design through costume, settings or cinematography. Employs mostly convincing performances.	A short film shows limited ability to integrate story content and film form. Film is poorly edited and visual design is not evident in costume, settings or cinematography. Performances appear un rehearsed.	No ability to integrate story content and film form. Lack of visual design and practiced performances.
	Personal Reflection Paper (content, organisation, language use)	Critically and thoughtfully reflects on the process and production of the group video. Uses paragraphs to isolate ideas. Language use is accurate and idiomatic to a great extent.	Reflects on the process and production of the group video with good detail. Paragraphs may lose focus. Language use is mainly accurate and idiomatic.	Reflection on the process and production of the group video is limited. Paragraphs are unfocused. Language use is limited and may negatively impact comprehension.	No reflection on the process and production of the group video is limited. No structure is evident. Language use is negatively impacts comprehension.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Essay	Essay writing (content, structure, organization, language use)	An excellent essay that critically analyses aspects of the literary text in question, effectively applying literary and theoretical terminology. Provides a strong thesis statement and introduction that puts forward an original interpretation of the text. Develops clear and logical analysis, supported with ample and detailed evidence. Goes beyond description to explore the full implications of the material. Excellent organization and paragraph development. Original conclusion that connects the topic to broader local/global issues of relevance. Effective integration of primary and secondary sources.	A very good essay that critically analyses aspects of the literary text in question. Demonstrates a good attempt to apply literary and theoretical terminology. Provides a good thesis statement and introduction that puts forward an original interpretation of the text. Engages in some description without exploring the full implications of the material. Effective organization and good paragraph development. Interesting conclusion that makes some attempts to expand the scope of the topic. Good integration of primary and secondary sources.	A satisfactory essay that analyses the literary text in question using some relevant terminology and supported by some evidence. Provides a weak thesis statement and introduction. Engages primarily in description and plot summary rather than analysis. Some problems with structure/organization and paragraph development. Conclusion simply restates the material in the body of the essay. Some problems with integration of primary and secondary sources, such as overuse of direct or indirect quotation. Language use is accurate and idiomatic, with minor exceptions which do not impair	Only partially fulfills the requirements of the assignment. Language use is characterized by significant problems in accuracy and idiomaticity.	Does not fulfill the requirements of the assignment. Language use is unacceptable in terms of accuracy and idiomaticity.

		Language use is accurate and idiomatic to a great extent.	Language use is largely accurate and idiomatic.	understanding.		
2. Film Analysis	Oral Presentation (focus, organization, use of multi-media content, language use)	A convincing main point, sufficiently supported by visual evidence from the film and from critical/theoretical sources. Analysis is developed in sophisticated, original ways with independent thinking and well-integrated secondary sources. Organization of points is sound and leads the class toward a broader understanding of the film. Language use is fluent, accurate, and idiomatic to a great extent.	A solid main point, backed by with some visual evidence from the film and from critical sources. There are good ideas, but lacking in originality and subtly. Organization is sound and the presentation gives the class some new information about the film. Language use is largely fluent, accurate, and idiomatic.	Main point is vague or unclear. There are few visual examples from the film under analysis, with little or no secondary source material cited. The presentation offers mainly plot description, with scant interpretation. Little independent thinking has been demonstrated: Language use is fluent, accurate, and idiomatic, with minor exceptions which do not impair understanding.	Only partially fulfills the requirements of the assignment. Language use is characterized by significant problems in fluency, accuracy and idiomaticity.	Does not fulfill the requirements of the assignment. Language use is unacceptable in terms of fluency, accuracy, and idiomaticity.
3. In-class discussion		A leader in class discussion every week, contributing constructive comments to class discussion. Creativity and leadership shown in carrying out group	Contributes productively to class discussion and activities every week. Some creativity and leadership shown in carrying out group activities.	Sometimes contributes to class discussions and group activities.	Rarely contributes to class discussion and group activities. Comments and class conduct may negatively impact the learning environment.	Does not contribute at all to class discussion and group activities. Comments and class conduct may negatively impact the learning environment

		activities.				
4. Group Video Project	Screenplay (content, structure, organization, language use)	Represents an original and creative fictional screenplay in English suitable for a short film; follows all the formatting and writing conventions of a professional screenplay; grammatically correct and rhetorically effective. Language use is accurate and idiomatic to a great extent.	Represents an original and interesting, fictional screenplay in English suitable for a short film; some elements of screenplay may be formulaic, follows most of the formatting and writing conventions of a professional screenplay. Language use is largely accurate and idiomatic.	Represents a derivative or formulaic fictional screenplay in English; length of screenplay is not suitable for a short film; does not the formatting and writing conventions of a professional screenplay. Language use is accurate and idiomatic, with minor exceptions which do not impair understanding.	Only partially fulfills the requirements of the assignment. Language use is characterized by significant problems in accuracy and idiomaticity.	Does not fulfill the requirements of the assignment. Language use is unacceptable in terms of accuracy and idiomaticity.
	Group Video (Editing, Visual Design, Technical Proficiency, Performance)	A short film that creatively and originally integrates story content and film form. Film is edited in a way that is compelling and cohesive. Employs obvious visual design through costume, settings or cinematography. Employs memorable and convincing performances in English.	A short film that creatively integrates story content and film form. Film is edited in a way that is logical and cohesive. Employs some elements of visual design through costume, settings or cinematography. Employs effective and convincing performances in English.	A short film that attempts to integrate story content and film form. Film edited in an illogical or unclear way. Employs little elements of visual design. Employs ineffective performances in English.	Only partially fulfills the requirements of the assignment. Basic user of English.	Does not fulfill the requirements of the assignment. Basic user of English.

Personal Reflection Paper (content, structure, organization, language use)	Critically and thoughtfully reflects on the process and production of the group video. Fulfills all the requirements of the task in an essay organized appropriately. Uses paragraphs to isolate ideas. Language use is accurate and idiomatic to a great extent.	Reflects on the process and production of the group video. Fulfills most the requirements of the task in an essay organized appropriately. Some elements of reflection paper may be superficial or repetitive, demonstrating the writer's weak contribution to the video project. Uses paragraphs to isolate ideas. Language use is largely accurate and idiomatic.	Superficially or unsatisfactorily reflects on the process and production of the group video. Does not fulfills most the requirements of the task. Most elements of reflection paper demonstrate the writer's weak contribution to the video project. Does not use paragraphs to isolate ideas. Language use is accurate and idiomatic, with minor exceptions which do not impair understanding.	Only partially fulfills the requirements of the assignment. Language use is characterized by significant problems in accuracy and idiomaticity.	Does not fulfill the requirements of the assignment. Language use is unacceptable in terms of accuracy and idiomaticity.

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 analysis; film analysis; film adaption, principles of film form; film genres; elements of narrative; mise-en-scène; cinematography; acting; editing; sound; film history

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.	Barsam, Richard and Dave Monahan. (2010). *Looking at movies: An introduction to film* (3rd edition). New York: Norton.
2.	Boggs, Joseph M. and Dennis W. Petrie. (2008). *The art of watching films* (7th edition). Boston: McGraw Hill.
3.	Desmond, John M. and Peter Hawkes. (2006). *Adaptation: Studying film and literature*. Boston: McGraw Hill.
4.	Moore, Alan, and David Lloyd. (2008). *V for Vendetta*. Vertigo; New edition
5.	Austen, Jane. (1813). *Pride and Prejudice*.
6.	Strayed, Cheryl. (2012). *Wild*.
7.	Tan, Amy. 1989. *The Joy Luck Club*.
8.	Theroux, Paul. (1997). *Kowloon Tong: A Novel of Hong Kong*

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

1.	Geiger, Jeffrey and R. L. Rutsky (Eds.). (2005). *Film analysis: A reader*. New York: Norton.
2.	Giannetti, Louis. (2008). *Understanding movies* (11th edition). Upper Saddle River, NJ: Prentice Hall.
3.	Hill, John and Pamela Church Gibson (Eds.). (1998). *The Oxford guide to film studies*. Oxford: Oxford University Press.
4.	Monaco, James. (2009). *How to read a film: Movies, media and beyond* (4th edition). Oxford: Oxford University Press.
5.	Pramaggiore, Maria and Tom Wallis. (2008). *Film: A critical introduction* (2nd edition). Boston: Pearson.
6.	Prince, Stephen. (2010). *Movies and meaning: An introduction to film* (5th edition). Boston: Allyn & Bacon.