

City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2023/24

Part I Course Overview

Course Title: Survey of Literary Genres

Course Code: EN5450

Course Duration: One Semester

Credit Units: 3 credits

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) None

Precursors:
(Course Code and Title) None

Equivalent Courses:
(Course Code and Title) None

Exclusive Courses:
(Course Code and Title) None

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course focuses on key literary texts and explores the form and function of the genres they are written within. The course readings will include works from established literary genres as well as other popular and hybrid forms of literary expression. By analyzing and discussing texts in terms of their generic context students will gain a deeper appreciation of Anglophone literary history from a wide range of perspectives. The readings will include works from various genres that may include drama, fairy tales, historical fiction, comedy, science fiction, autobiography, and various types of poetry.

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 writers, texts, concepts related to literary and cultural studies. | | v | v | |
| 2. | Understand the aesthetic and creative aspects of literature by exploring themes and genres of diverse texts | | v | v | |
| 3. | Apply critical reading, thinking, and writing skills in interpreting literary and cultural texts | | v | v | v |
| 4. | Assess the characteristics of literature and understand relevant interdisciplinary possibilities | | v | v | v |
| | | 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 | | | |
| Interactive lecturing and discussion | Each week students will be introduced to texts and will be encouraged to discuss and analyse them in pairs and in groups | v | v | v | v | | | |

| | | | | | | | | |
|--|---|---|---|---|---|--|--|--|
| Composition and critical analysis of key concepts and ideas | Students will write responses in class, allowing them to engage with key concepts and ideas introduced. | v | v | v | v | | | |
| Application of knowledge through discussion and presentation | Students will give a presentation related to their project. Presentations will involve the whole class as they provoke discussion and questions | 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 | | | | |
| Continuous Assessment: <u>100</u> % | | | | | | | | |
| Group Project: Student work in groups to generate an adaptation, explication, or creative response to course readings | v | v | v | v | | | 30% | |
| Quizzes: Assessments will be conducted in class and will be based on course readings. | v | v | v | v | | | 60% | |
| Presentation: Students describe and evaluate their group project. | v | v | v | v | | | 10% | |
| * 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.)

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

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B) | Marginal (B-, C+, C) | Failure (F) |
|------------------|--|--|---|--|--|
| 1. Quizzes | Organization | The organization between sentences, paragraphs, and ideas is effective. The writing is cohesive and logically organized. | Transitions between ideas are clear and functional. Introduction and conclusion demonstrate a clear development of ideas. | Structure and organization are evident but may require revision. | Ideas are not clearly contextualized. Unclear or incomplete organization. |
| | Language | Exceptionally well composed. Words are used with precision and accuracy. Clear command of grammar. | Strong control of language and a wide lexical range. Grammatical structures are varied and well-constructed. | Effective and functional control. Basic ideas are communicated effectively. Errors may cause some distraction. | There is a high density of errors, causing strain for the reader. The meaning is sometimes lost or unclear |
| | Understanding of relevant texts and concepts | Shows an accurate and deep understanding of the relevant texts and concepts. | Shows an accurate knowledge of texts and concepts with some inconsistency. | Evident knowledge of the relevant texts but lacking in detail or accuracy. | Very little or inaccurate engagement with texts |
| 2. Group Project | Engagement with Relevant Texts | Demonstrates thoughtful and deep engagement with course readings | Demonstrates a good understanding of relevant texts | Demonstrates only a superficial understanding of relevant texts. | Demonstrates a minimal understanding of relevant texts and/or lacking in content. |
| | Originality of ideas | The main ideas of the response are sharp, accurate, and compelling. | The response is coherent and contains some elements of creativity and originality. | Main ideas are mostly clear but the response may be lacking in terms of specific or original ideas. | The response appears to be off topic or ideas are generally incoherent. |

| | | | | | |
|-----------------|------------------------|--|---|--|---|
| | Design | <ul style="list-style-type: none"> • Design of the project is effective, compelling, and well considered • Components are well-connected and integrated • Effective and creative use of multimodal elements as appropriate to the topic | <ul style="list-style-type: none"> • Design is functional and effective • Components are generally well-connected and integrated • The design is generally effective in terms of conveying meaning and relevant ideas • Good use of multimodal elements as appropriate to the topic | <ul style="list-style-type: none"> • Components are adequately connected and integrated • The design is generally effective in terms of conveying meaning and relevant ideas with some inconsistency. • Adequate use of multimodal elements as appropriate to the topic | <ul style="list-style-type: none"> • Very poorly organized and little effort to design into a coherent and attractive form. • Ideas are not clearly presented in relation to the project organization. • Insufficient or inadequate use of multimodal elements |
| 3. Presentation | Self-Analysis | Insightful and detailed analysis of the project. | Detailed analysis of the project. | Fair analysis and discussion of the project | Analysis is inadequate or superficial. |
| | Organization and Focus | Very coherent structure and sharp focus | Effective structure and clear focus | Identifiable structure and focus with occasional lapses or inconsistencies | Weak structure and/or very lacking in terms of focus |
| | Language and Delivery | Spoken delivery is polished and highly effective; meaning is sharp and precise. | Spoken delivery is effective and meaning is clear. | Spoken delivery is basically effective with occasional inconsistencies | Spoken delivery weak and largely ineffective |

Applicable to students admitted before Semester A 2022/23

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|-----------------|--------------|--|---|---|---|---|
| 1. Quizzes | Organization | <p>The organization between sentences, paragraphs, and ideas is effective.</p> <p>The writing is cohesive and logically organized.</p> | <p>Transitions between ideas are clear and functional.</p> <p>Introduction and conclusion demonstrate a</p> | <p>Paragraph structure is evident but is not always clear or logical.</p> <p>Introduction and/or conclusion may require revision.</p> | <p>Some signs of logical organization, but there may be abrupt or illogical shifts that cause confusion.</p> <p>Introduction and/or conclusion may be</p> | <p>Ideas are not clearly contextualized.</p> <p>Unclear or incomplete organization.</p> |

| | | | | | | |
|--|--|--|---|---|--|---|
| | | | clear development of ideas. | | missing or require significant revision. | |
| | Language | Exceptionally well composed. Words are used with precision and accuracy. Clear command of grammar. | Strong control of language and a wide lexical range. Grammatical structures are varied and well constructed. Small errors may persist but the meaning is 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. |
| | Understanding of relevant texts and concepts | Shows an accurate and deep understanding of the relevant texts and concepts. | Shows an accurate knowledge of texts and concepts with some inconsistency. | Evident knowledge of the relevant texts but lacking in detail or accuracy. | Very little or mostly inaccurate understanding of texts and concepts | Weak and inaccurate understanding of relevant texts and concepts |

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|------------------|--------------------------------|--|---|---|--|---|
| 2. Group Project | Engagement with Relevant Texts | Demonstrates a thoughtful and deep engagement with course readings | Demonstrates a good understanding of relevant texts | Demonstrates a fair understanding of relevant texts | Demonstrates only a superficial understanding of relevant texts. | Demonstrates a minimal understanding of relevant texts and/or lacking in content. |

| | | | | | | |
|--|----------------------|---|--|---|--|---|
| | Originality of ideas | The main ideas of the response are sharp, accurate, and compelling. | The response is coherent and contains some elements of creativity and originality. | Main ideas are mostly clear but the response may be lacking in terms of specific or original ideas. | The main ideas are not always clear and the response appears to be lacking in terms of originality or relevance. | The response appears to be off topic or ideas are generally incoherent. |
|--|----------------------|---|--|---|--|---|

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|-----------------|------------------------|---|--|---|--|--|
| 3. Presentation | Self-Analysis | Insightful and detailed analysis of the project. | Detailed analysis of the project. | Fair analysis and discussion of the project | Analysis is inadequate or largely superficial. | The presentation lacked any identifiable self-analysis |
| | Organization and Focus | Very coherent structure and sharp focus | Effective structure and clear focus | Identifiable structure and focus | Weak structure and/or focus | Confusing structure and/or unidentifiable focus |
| | Language and Delivery | Spoken delivery is polished and highly effective; meaning is sharp and precise. | Spoken delivery is highly effective; meaning is clear. | Spoken delivery is basically effective; meaning sometimes lost; | Spoken delivery weak; meaning is often lost; | Spoken delivery is poor. |

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.)

Survey of literature, genre studies, fiction, non-fiction, drama, poetry

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.)

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| 1. | Selected readings will be made available by the instructor |
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2.2 Additional Readings

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

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| 1. | Frow, John. <i>Genre</i> . Routledge, 2006. |
| 2 | Marcela Sulak and Jacqueline Kolosov (eds). <i>Family Resemblance: An Anthology and Exploration of 8 Hybrid Literary Genres</i> . Rose Metal Press, 2015. |
| 3. | Turco, <i>The Book of Literary Terms: The Genres of Fiction, Drama, Nonfiction, Literary Criticism, and Scholarship</i> (Second Edition) University of Mexico Press, 2020. |