# City University of Hong Kong Course Syllabus

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

# Part I Course Overview

<b>Course Title:</b>	Studies in Literature and Film
Course Code:	EN6519
<b>Course Duration:</b>	One semester
Course Duration.	
	2
Credit Units:	3
Level:	P6
Medium of	
Instruction:	English
Medium of Assessment:	English
<b>Prerequisites</b> : <i>(Course Code and Title)</i>	Nil
(Course Code and Tille)	1111
Precursors:	
(Course Code and Title)	Nil
Equivalent Courses:	
(Course Code and Title)	Nil
Exclusive Courses:	
( <i>Course Code and Title</i> )	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.

#### 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 <sup>#</sup>	Weighting* (if applicable)	curricu learnin	ery-enr lum rel g outco tick riate)	lated omes
			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		$\checkmark$		
3.	Examine multiple interpretive possibilities of and formulate arguments about English language literary texts and films.			$\checkmark$	
4.	Apply analytical and critical skills when viewing and writing analyses of English language literary texts and their film adaptions.		$\checkmark$	$\checkmark$	$\checkmark$
* If w	eighting is assigned to CILOs, they should add up to 100%.	100%			1

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	CIL	O No.		Hours/week		
	<u> </u>	1	2	3	4		(if applicable)
1.	The instructor delivers interactive multimedia lectures in which the use of literary and film terminology and analysis techniques are explained and illustrated.		$\checkmark$		$\checkmark$		
2.	Students read literary texts, watch film excerpts and discuss these using the appropriate terminology and concepts.	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$		
3.	Students discuss various interpretations of literary texts and film adaptions and the implications of these interpretations, including their social, cultural and historical contexts.	$\checkmark$	$\checkmark$	$\checkmark$	V		
4.	Students learn the rhetorical and practical skills required to write a comparative research essay: close reading, research, argument construction, revision, proper formatting and citational practice.	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$		

#### 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%						
Close Reading Essay						
Students will write a literary						Individual work;
analysis paper, applying the					25%	assessed individually
skills of close reading and						assessed mulvidually
interpretation learned in class.						
Film Analysis						
In groups, students will choose						
a film to analyse, applying the						
film terminology and theories						
of adaptation learned in class.					25%	Group work: assessed
They will present their analysis	v	v	v	v	2370	as a group
orally in class, using visual						
evidence (shots, clips) from the						
films and from critical sources						
for support.						
In-class discussion						
Students will also be assessed						Individual work;
on the basis of their					15%	assessed individually
contributions to in-class						assessed murridually
discussions and activities.						
Comparative Essay					35%	Individual work;

The final assignment for this				assessed individually
course is a comparative essay				
that has students critically				
examine a film and literary				
work of their choosing. The				
assignment comprises two				
parts: a proposal and				
bibliography (15%) and the				
essay itself (20%). Students are				
assessed on how well they				
have mastered film				
terminology, the principles of				
essay writing taught in the				
course.				
Examination: 0%				
* The weightings should add up to 10	00%.		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	Good	Marginal	Failure
		(A+, A, A-)	(B+, B)	(B-, C+, C)	(F)
1. Close Reading 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 effectivly. 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	A mainly convincing	Lacking a clear main	Lacking a main point
ja a		point, sufficiently	main point, supported	point and/or adequate	with no relevant visual
		supported by visual	by adequate visual	visual evidence from	evidence from the film
		evidence from the film	evidence from the film	the film and from	and from
		and from	and from	critical/theoretical	critical/theoretical
		critical/theoretical	critical/theoretical	sources. Analysis and	sources. Analysis and
		sources. Analysis is	sources. Analysis is	independent thinking is	independent thinking is
		developed in	mostly developed with	limited. Points are not	lacking. No
		sophisticated, original	independent thinking	organised coherently	organisation evident or
		ways with independent	and well-integrated	and little insight into the	insight into the film
		thinking and well-	secondary sources.	film is shown.	shown.
		integrated secondary	Organisation of points		
		sources. Organisation of	is mostly sound and		
		points is sound and	helps the class		
		leads the class toward a	understand something		Language use is
		broader understanding	new about the film.		inaccurate and
		of the film.			negatively impacts
					comprehension; style
	Language use	Language use is fluent,	Language use is mainly	Language use is limited	and tone may be
		accurate, and idiomatic	fluent, accurate, and	and may negatively	inappropriate to the
		to a great extent.	idiomatic.	impact comprehension.	task.
3 In-class	Participation and Preparation	A leader in class	Contributes	Rarely contributes to	Does not contribute at
Discussion	······································	discussion every week,	productively to class	class discussion and	all to class discussion
		contributing	discussion and activities	group activities.	and group activities.
		constructive comments	most weeks. Some	Comments and class	Comments and class
		to class discussion.	creativity and	conduct may negatively	conduct may negatively
		Creativity and	leadership shown in	impact the learning	impact the learning
		leadership shown in	carrying out group	environment.	environment.
		carrying out group	activities.		
		activities.			
4.Comparative	Content	An excellent essay with	A good comparative	Essay is limited in its	Essay is limited in its
Essay		a strong comparative	essay with a somewhat	comparative analysis	comparative analysis
-		argument, Effectively	strong comparative	and does not always	and does not effectively
		applies literary and	argument. Applies	apply literary and	apply literary and
		theoretical terminology.	literary and theoretical	theoretical terminology.	theoretical terminology.
		Goes beyond	terminology quite	Relies on description	Relies on description
		description to explore	effectively. Goes	and does not explore the	and does not explore the
		the full implications of	beyond description to	broader implications of	broader implications of
		the material.	explore some broader	the material.	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.	implications of the material. 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.

## Applicable to students admitted before Semester A 2022/23

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

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		to broader		understanding.		
		local/global				
		issues of				
		relevance.				
		Effective				
		integration of				
		primary and				
		secondary				
		sources.				
		Language use is				
		accurate and				
		idiomatic to a				
		great extent.				
2. Film Analysis	Oral Presentation	A convincing	A solid main point,	Main point is vague	Only partially	Does not fulfill the
j ~_~~	(focus, organization,	main point,	backed by with some	or unclear. There are	fulfills the	requirements of the
	use of multi-media	sufficiently	visual evidence from	few visual examples	requirements of the	assignment.
	content, language	supported by	the film and from	from the film under	assignment.	Language use is
	use)	visual evidence	critical sources. There	analysis, with little or	Language use is	unacceptable in
	(d)()	from the film and	are good ideas, but	no secondary source	characterized by	terms of fluency,
		from	lacking in originality	material cited. The	significant problems	accuracy, and
		critical/theoretical	and subtly.	presentation offers	in fluency, accuracy	idiomaticity.
		sources. Analysis	Organization is sound	mainly plot	and idiomaticity.	idiomaticity.
		is developed in	and the presentation	description, with	and idiomaticity.	
		sophisticated,	gives the class some	scant interpretation.		
		original ways	new information about	Little independent		
		with independent	the film. Language use	thinking has been		
		-	00			
		thinking and	is largely fluent,	demonstrated:		
		well-integrated	accurate, and idiomatic.	Language use is		
		secondary		fluent, accurate, and		
		sources.		idiomatic, with minor		
		Organization of		exceptions which do		
		points is sound		not impair		
		and leads the		understanding.		
		class toward a				
		broader				
		understanding of				
		the film.				
		Language use is				

		fluent, accurate, and idiomatic to a great extent.				
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 activities.	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
4. Comparative Essay	Proposal	Presents a unique, rhetorically persuasive topic and an argument with clear and compelling stakes. Topic is clearly situated within a larger critical conversation, and the argument responds directly to a critical claim made within that context. Language use is accurate and idiomatic to a great extent.	Presents a rhetorically persuasive topic and an argument with a sense of stakes. Topic is situated within a larger critical conversation, and the argument responds (if not perfectly) to a critical claim made within that context. Language use is largely accurate and idiomatic.	Presents a generic or uninspired topic and an argument with a vague sense of stakes. Topic is situated within a larger critical conversation, but the connection is tenuous, awkward, or forced. The argument's response to a critical interlocutor is there, but underwhelming. 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.
	Essay	A comparative essay that puts	A comparative essay that puts forth a clear	A comparative essay that puts forth an	Only partially fulfills the	Does not fulfill the requirements of the

for	orth a clear and	argument about a film	argument about a	requirements of the	assignment. Basic
	ompelling	and literary work.	film and literary	assignment. Basic	user of English.
	gument about a	Builds and develops on	work, though this is	user of English.	user of English.
	Im and literary	the argumentative	underwhelming or	user of English.	
	ork. Builds and	scaffolding of the	underdeveloped.		
	evelops	proposal to a certain	Builds and develops		
	accessfully on	extent. Integrates film	on the argumentative		
	e argumentative	terminology and close	scaffolding of the		
	affolding of the	reading into the	proposal to a certain		
	coposal.	analysis. Language use	extent. Integrates		
-	eamlessly	is largely accurate and	film terminology and		
	•		61		
	tegrates film	idiomatic. The essay is	close reading into the		
	rminology and	well-formatted with	analysis		
clo	ose reading into	minor exceptions.	inconsistently.		
the	e analysis.		Language use is		
La	anguage use is		accurate and		
ac	ccurate and		idiomatic, with minor		
idi	liomatic to a		exceptions which do		
gre	eat extent, and		not impair		
0	e essay is		understanding. Essay		
	erfectly		has issues with		
-	ormatted.		formatting.		

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 (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.	Abe Mark Nornes (2008). Cinema Babel: Translating Global Cinema. Minnesota: University			
	of Minnesota Press.			
2.	Barthes, Roland (1977) A Lover's Discourse: Fragments.			
3.	Chiang, Ted (2002). Stories of Your Life and Others. Tor Books.			
4.	Corrigan, Timothy. (2011). Film and Literature: An Introduction and Reader (Second Edition).			
	Routledge.			
5.	Hamid, Mohsin. The Reluctant Fundamentalist.			
6.	Hutcheon, Linda (2012). A Theory of Adaptation (Second Edition).			
7.	Monaco, James (2009). How to Read a Film: Movies, Media and Beyond. Oxford University			
	Press.			
8.	Satrapi, Marjane (2000, 2004). Persepolis I, II. L'Association.			

# **2.2 Additional Readings** (tentative list)

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

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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.	Pramaggiore, Maria and Tom Wallis. (2008). Film: A critical introduction (2nd edition).
	Boston: Pearson.
5.	Prince, Stephen. (2010). Movies and meaning: An introduction to film (5th edition). Boston:
	Allyn & Bacon.