EN2320: FANTASY IN LITERATURE

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Fantasy in Literature

Subject Code
EN - English
Course Number
2320

Academic Unit
English (EN)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract
The course aims to help students explore and discuss issues and themes related to the fantastic in literature, enabling them to understand and critique the social commentary often offered by such literature; interpret and explore the meaning

systems of fantastic literature; develop interpretative skills through the reading and discussion of such literature; and to engage in a critical dialogue about the presence of fantasy elements in literature. In addition, students will develop an awareness of the nature and structure of a range of fantastic forms of narrative; strengthen their interpretative skills and lexical range through the reading and discussion of literary texts; and develop an appreciation and enjoyment of reading literature.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explore and interpret themes (e.g. socio-political, religious and cultural metaphors) offered in fantastic literature, in order to critically reflect on how fictive worlds relate to and reflect on the real world.		x	x	
2	Identify typical structures and conventions of a range of fantastic literature.		x	x	
3	Critically analyse texts and narrative techniques within their socio-historical and generic contexts.			x	x

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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1		Lectures given in class in addition to selected reading articles will provide background theoretical and analytic tools, to stimulate and challenge thoughts, and to assist in open and stimulating discussions and debates of chosen, representative texts	1, 2, 3	

2		In-class analysis of texts in groups, individually, and as a class will stimulate discussion, debate, exchanging of personal reflections, and enrich understanding of texts through the various perspectives offered.	1, 2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks
1	Class participation is crucial in this course, in order to encourage debate and discussion amongst students. Both in-class and online activities may be considered.	2, 3	10	
2	Long-form term paper will allow students to apply the skills and knowledge acquired on the course by developing and supporting an innovative claim about one of the course texts.	1, 2, 3	50	
3	Multiple in-class tests will test the students' basic knowledge of the set texts, including basic information, prominent textual details, and major interpretative contexts covered in lectures.	1, 2, 3	40	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Written Assignments

Criterion

Presentation

Excellent (A+, A, A-)

The written assignments are extremely well presented in terms of font, layout, spacing, headings, and citation

Good (B+, B, B-)

The written assignments are well presented in terms of font, layout, spacing, headings, and citation

Fair (C+, C, C-)

The written assignments are adequately presented in terms of font, layout, spacing, headings, and citation

Marginal (D)

The written assignments are poorly presented in terms of font, layout, spacing, headings, and citation

Failure (F)

The written assignments are very poorly presented in terms of font, layout, spacing, headings, and citation

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Assessment Task

Written Assignments

Criterion

Critique and commentary

Excellent (A+, A, A-)

The written assignments offer an extremely effective critique of and commentary on the relevant text

Good (B+, B, B-)

The written assignments offer an effective critique of and commentary on the relevant text

Fair (C+, C, C-)

The written assignments offer an adequate critique of and commentary on the relevant text

Marginal (D)

The written assignments offer an inadequate critique of and commentary on the relevant text

Failure (F)

The written assignments offer little or no critique of or commentary on the relevant text

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Assessment Task

Written Assignments

Criterion

Evidence and argumentation

Excellent (A+, A, A-)

The claims made about the text are excellently supported by evidence and argumentation

Good (B+, B, B-)

The claims made about the text are well supported by evidence and argumentation

Fair (C+, C, C-)

The claims made about the text are supported by some evidence and argumentation

Marginal (D)

The claims made about the text are poorly supported by limited evidence and weak argumentation

Failure (F)

The claims made about the text are unsupported by evidence or argumentation

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Assessment Task
Written Assignments

Criterion
Accuracy and organization

Excellent (A+, A, A-)
The written assignments highly accurate in terms of lexis and grammar, are cohesive, and have a logical structure

Good (B+, B, B-)
The written assignments are accurate in terms of lexis and grammar, are generally cohesive, and have a clear structure

Fair (C+, C, C-)
The written assignments are fairly accurate in terms of lexis and grammar, are somewhat cohesive, and have some structure

Marginal (D)
The written assignments are inaccurate in terms of lexis and grammar, have problems in terms of cohesion, and have little structure

Failure (F)
The written assignments are highly inaccurate in terms of lexis and grammar, are not cohesive, and have no clear structure

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Assessment Task
Quizzes

Criterion
Knowledge of texts from individual readings, and awareness of key contexts and interpretative positions from lectures

Excellent (A+, A, A-)
Demonstration of subject knowledge of in an exemplary way with evidence of in-depth reading and enquiry beyond the formal requirements of the course. Application of knowledge to task is excellent.

Good (B+, B, B-)
Demonstration of good subject knowledge showing evidence of completing all readings as part of the formal requirements of the course. Application of knowledge to task is good.

Fair (C+, C, C-)
Demonstration of adequate subject knowledge but little beyond the minimum expectation of the subject. Application is adequate only and could benefit from more reading and in-depth enquiry.

Marginal (D)
Little evidence of subject knowledge and poorly applied to the task.

Failure (F)
No evidence of subject knowledge, or fails to submit task.

Assessment Task
Participation

Criterion
Participation in class and in online activities

Excellent (A+, A, A-)

Always actively listens and responds to others as well as to the teacher. Always actively participates in the group, helping to define goals, plans roles and timelines. Always prepared for group tasks in class and makes excellent contributions.

Good (B+, B, B-)

Frequently listens and responds to others as well as to the teacher. Mostly participates in the group, frequently helping to define goals, plan roles and timelines. Mostly prepared for group tasks in class and contributes well.

Fair (C+, C, C-)

Sometimes listens and responds to others as well as to the teacher. Sometimes participates in the group and occasionally is observed to contribute to the team, but mostly takes a passive role. Mostly lacks preparation for group tasks and relies on others.

Marginal (D)

Little evidence of listening and responding to others. Makes little or no contribution to the class.
Generally passive in the group and lets others do the work. Does minimum work in contributing to the team effort and appears to rely on others.

Failure (F)

No evidence of individual or team work due to non attendance.

Part III Other Information

Keyword Syllabus

Fantasy, science-fiction, fantastic literature, genre, context, close reading, theory

Reading List

Compulsory Readings

	Title
1	Nil

Additional Readings

	Title
1	Bloom, H (ed) (1994). Modern Fantasy Writers. New York: Chelsea House
2	Mathews. R (1997). Fantasy: The Liberation of Imagination. London: Prentice-Hall.
3	Rabkin, E S (ed) (1979). Fantastic Worlds: Myths, Tales, and Stories. New York: Oxford University Press