

EN2717: LITERATURE ACROSS TIME

Effective Term

Semester A 2023/24

Part I Course Overview

Course Title

Literature Across Time

Subject Code

EN - English

Course Number

2717

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

This course aims to introduce students to key concepts, themes, and major critical approaches to literary studies. It will develop students' skills of close reading and textual analysis, and enhance their ability to analyse and interpret diverse

literary and cultural texts, such as fiction, poetry, drama and creative nonfiction, across time and cultural contexts through discussions of form, genre, style, and innovations on traditional creative paradigms and themes. Topics for exploration include the art of narrative, identity, gender, memory and society. Students will generate creative and critical responses to the texts throughout the course.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify key texts and explore their cultural and literary significance	x	x	
2	Analyse the aesthetic and creative aspects of literature and culture by exploring genres, forms and styles of diverse texts	x	x	
3	Apply critical reading, thinking, and writing skills in interpreting literary texts	x	x	x
4	Discuss the characteristics of literary and cultural texts and understand their interdisciplinary character	x	x	x
5	Generate creative and critical responses to various texts across time and culture	x	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	Interactive lecturing and discussion	Each week students will be introduced to a range of texts and will be encouraged to discuss and analyse them in pairs and in groups	2, 3, 4
2	Composition and critical analysis of key concepts and ideas	Students will write a critical essay to engage with key concepts and ideas introduced in class. They will need to carry out research for the critical essay.	3, 4, 5

3	Application of knowledge through presentation and sharing	Students will share their written work and ideas in relation to literary texts of the period. Presentations and sharing activities will be done in small groups and will provoke discussion and questions	3, 4, 5	
4	Creative response to literary texts	Students work collaboratively to create a comprehensive website and incorporate multimodal elements into their work.	3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks
1	Critical Essay: Students reflect and analyse issues using analytical, argumentative, or comparative prisms. They will need to carry out research to support and develop their argument and ideas.	1, 2, 3, 4, 5	35	Individual Work
2	Reading Response Tasks: Students compose in-class reading responses to demonstrate their understanding of course materials and interpretive skills.	1, 2, 3, 4, 5	25	Individual Work
3	Group Creative Project: Students form small groups to give a creative response to selected literature and cultural texts in a format of their choice. They will need to upload the creative response to a course-dedicated website and respond to other students' work. They will also give a short presentation to introduce their projects to the class.	3, 4, 5	30	Group Work

4	Participation: Students are expected to participate in class discussions and activities, as well as complete short writing exercises throughout the course.	1, 2, 3, 4	10	Individual Work
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Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Critical Essay

Criterion

Argumentation

Excellent (A+, A, A-)

Thesis is clear and appropriate for the writing task. There is a sense of originality in the way the writer has answered the question. Ideas are well supported and conclusions reveal a progression of ideas

Good (B+, B, B-)

The responses contain sharp ideas that are clearly expressed, original, and thoughtfully supported.

Fair (C+, C, C-)

Elements of B and D

Marginal (D)

The topic is clear but there is little originality in the way that the writer has answered the question. Ideas are not always supported. There is little sense of progression as the paper develops.

Failure (F)

The essay appears to be off topic or only loosely related to the task. The writer may have misunderstood the question.

Assessment Task

Critical Essay

Criterion

Language

Excellent (A+, A, A-)

Exceptionally well composed. Words are used with precision and accuracy. A wide variety of sentence structures are used.

Good (B+, B, B-)

Strong control of language and a wide lexical range. Grammatical structures are varied and well constructed. Small errors may persist but the meaning is sharp and clear.

Fair (C+, C, C-)

Effective and functional control. Basic ideas are communicated effectively. Errors cause minimal distraction.

Marginal (D)

There is a high density of errors, causing strain for the reader. The meaning is sometimes lost or unclear

Failure (F)

Almost every sentence has some kind of error, which causes serious problems for the reader. The meaning is often lost or distorted.

Assessment Task

Critical Essay

Criterion

Engagement

Excellent (A+, A, A-)

Sophisticated critical reading and interpretative skills apparent.

Good (B+, B, B-)

The discussion of the primary texts is appropriate and sufficiently detailed. There is a sense of the writer critically engaging with the texts.

Fair (C+, C, C-)

Elements of B and D

Marginal (D)

Some discussion of the primary texts, but mostly in general and broad terms. The selection of primary texts may not be appropriate for the task. Citation methods are not clear or inconsistently applied.

Failure (F)

Very little if any engagement with the primary texts

Assessment Task

Critical Essay

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

Assessment Task

Reading Response Tasks

Criterion

Engagement and Support

Excellent (A+, A, A-)

Demonstrates a very detailed understanding of the course readings. Specific and accurate support

Good (B+, B, B-)

Demonstrates a good understanding of relevant texts with some specific support

Fair (C+, C, C-)

Demonstrates fairly good understanding of relevant texts, but lacking in detail. There may be some inaccuracies.

Marginal (D)

Demonstrates a superficial understanding of relevant texts. Support is not always detailed or accurate.

Failure (F)

Demonstrates a minimal understanding of relevant texts and/or lacking in content.

Assessment Task

Reading Response Tasks

Criterion

Ideas

Excellent (A+, A, A-)

The main ideas of the response are sharp, creative, and compelling.

Good (B+, B, B-)

The response is coherent and contains some elements of creativity and originality.

Fair (C+, C, C-)

Main ideas are mostly clear but the response may be lacking in terms of specific or original ideas.

Marginal (D)

The main ideas are not always clear and the response appears to be lacking in terms of originality or relevance.

Failure (F)

The response appears to be off topic or ideas are generally incoherent.

Assessment Task

Group Creative Project

Criterion

Ideas

Excellent (A+, A, A-)

The main ideas are creative, original and compelling

Good (B+, B, B-)

The main ideas are thoughtful and contains elements of originality

Fair (C+, C, C-)

There are some interesting ideas, though the project appears to be lacking in terms of original or creative ideas.

Marginal (D)

The project appears to be lacking in terms of originality or relevance.

Failure (F)

The project ideas are generally incoherent, or irrelevant to the chosen topic

Assessment Task

Group Creative Project

Criterion

Content

Excellent (A+, A, A-)

The key ideas of the creative project are very well expressed. Demonstrates an excellent understanding of the literary text. Establishes an intertextual relationship with the source text while demonstrating a strong sense of originality

Good (B+, B, B-)

The key ideas of the creative project are well-articulated. Demonstrates a very good understanding of the literary text. Establishes an intertextual relationship with the source text while demonstrating some elements of originality

Fair (C+, C, C-)

The key ideas of the creative project are to a large extent conveyed. Demonstrates a fair understanding of the literary text. The intertextual relationship with the source text can be strengthened. The project may be lacking in terms of original or creative ideas.

Marginal (D)

The main ideas are unclear. Demonstrates limited understanding of the literary text. The intertextual relationship between the source and the creative response needs to be strengthened. The project is lacking in terms of originality or relevance.

Failure (F)

Failed to demonstrate an understanding of the literary text. There is no attempt to establish an intertextual relationship with the original text. The project is lacking in terms of relevance.

Assessment Task

Group Creative Project

Criterion

Presentation

Excellent (A+, A, A-)

The creative project is extremely well-presented. The chosen approach and medium succeeds in bringing out the major features and ideas of the project.

Good (B+, B, B-)

The creative project is well-presented. The chosen approach and medium to a large extent brings out the major features and ideas of the project.

Fair (C+, C, C-)

The creative project is to a large extent clearly presented. The chosen approach and medium may not bring out all the key features and ideas of the project.

Marginal (D)

The creative project is not effectively presented. The chosen approach and medium is not effective in bringing out the key ideas of the project.

Failure (F)

The presentation appears to be incoherent and is in lack of consideration.

Assessment Task

Participation

Criterion

Participation in in-class activities

Excellent (A+, A, A-)

Makes significant contribution to in-class discussion and completes tasks satisfactorily.

Good (B+, B, B-)

Makes occasional contribution to in-class discussion and completes the tasks satisfactorily.

Fair (C+, C, C-)

Seldom makes contribution to in-class group discussion and in class tasks.

Marginal (D)

Little evidence of participation in class; completes very few in-class tasks.

Failure (F)

Fails to complete in-class tasks or participate in class discussions.

Part III Other Information**Keyword Syllabus**

literature, culture, genre, form, style, theme, gender, identity, drama, fiction, poetry

Reading List**Compulsory Readings**

	Title
1	Norton Anthology of English Literature: Major Authors (selections)
2	Pope, Robe. The English Studies Book: An Introduction to Language, Literature and Culture (2nd ed.) (selections)
3	Wilde. Oscar. The Picture of Dorian Gray
4	Other materials, including poems, short stories and literary and cultural criticisms, will be distributed by the instructor

Additional Readings

	Title
1	Abbott, Porter. <i>The Cambridge Introduction to Narrative</i> . Cambridge: Cambridge University Press, 2008.
2	Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> . Manchester: Manchester UP, 1995. Print.
3	Bertens, Hans. <i>Literary Theory: The Basics</i> . London: Routledge, 2013.
4	Eagleton, Terry. <i>How to Read Literature</i> . New Haven and London: Yale University Press, 2013. Print.
5	Frow, John. <i>Genre</i> . London and New York: Routledge, 2015. Print.
6	Lentricchia, Frank and Thomas McLaughlin. <i>Critical Terms for Literary Study</i> . Chicago and London: The University of Chicago Press, 1995. Print.
7	Lodge, David. <i>The Art of Fiction</i> . London: Vintage Books, 2011. Print.
8	Mays, Kelly (ed.) <i>The Norton Introduction to Literature</i> . New York: Norton, 2012. Print.
9	Parker, Robert D. <i>How to Interpret Literature: Critical Theory for Literary and Cultural Studies</i> . Oxford University Press, 2011. Print.
10	Pope, Rob. <i>The English Studies Book: An Introduction to Language, Literature and Culture</i> . London and New York: Routledge, 2002. Print.
11	Short, Mick. <i>Exploring the Language of Poems, Plays and Prose</i> . London: Pearson, 1996.
12	Sutherland, John. <i>A Little History of Literature</i> . New Haven: Yale University Press, 2013.