

EN3576: THE ENGLISH NOVEL

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

The English Novel

Subject Code

EN - English

Course Number

3576

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 the history, styles, themes and development of the English novel, from the eighteenth century to the present. It will encourage the students to discover the ways human experience can be articulated

through narratological devices such as perspective, voice, structure, metaphor and symbol as well as through the engagement with themes such as the nation, identity, language, history, and society. Theoretical introductions will give students a critical vocabulary that will allow them to discuss the texts in depth; readings of texts will allow them to examine the ways a particular genre functions and demonstrate how literature may embody as it produces culture.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify key writers and texts and examine the social and political issues that contribute to the emergence of new literary forms.	x	x	
2	Discuss the characteristics of major writers and texts and understand the interdisciplinary possibilities of creative texts.	x	x	
3	Analyse the aesthetic and creative aspects of literature and culture by exploring themes and styles of diverse texts.	x	x	x
4	Apply critical reading, thinking, and writing skills in interpreting literary and cultural texts.	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	Reading analysis and discussion	Using relevant concepts and terms, students will analyse and reflect upon an array of texts in small group and whole-class settings.	1, 2, 3, 4
2	Peer-review meetings and discussion	In small peer-review groups, students will read and respond to one another's writing as a way to reflect upon and develop various stages of the writing process.	1, 2, 3, 4

3	In class writing and creative workshops	Students will document and reflect upon learning through writing activities and creative workshop projects.	1, 2, 3, 4	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks
1	Critical Essays	1, 2, 3, 4	60	Students will be asked to reflect and analyse particular issues germane to the novel. Students may be given the option to write a creative response for one of these assignments.
2	Reading Journal	1, 2, 3, 4	20	Students will keep a reading journal over the course of the semester in which they will record their responses and reflections on the texts they are reading
3	Participation and Completion of in class Class Writing Activities	1, 2, 3, 4	20	Students are expected to contribute to in-class discussions/workshops and to demonstrate their learning in reading relevant materials related to the texts. Short in-class writing assignments will also be given.

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Critical Essays

Criterion

Organization and Cohesion

Excellent (A+, A, A-)

The organization between sentences, paragraphs, and ideas is effective and smooth. The writing is cohesive and logically organized.

Good (B+, B, B-)

Organization supports thesis. Transitions between ideas are clear and functional. There is a sense of progression as the argument unfolds.

Fair (C+, C, C-)

Elements of Marginal and Good

Marginal (D)

Some signs of logical organization. May have abrupt or illogical shifts and ineffective flow of ideas. Generally very choppy.

Failure (F)

Ideas are not clearly contextualized. Unclear organization.

Assessment Task

1. Critical Essays

Criterion

Language and Style

Excellent (A+, A, A-)

Language is used effectively and with a high level of precision.

Good (B+, B, B-)

Almost all sentences are error free. There is a sense of precision in word choice. The writer successfully uses complex sentence structures to convey ideas.

Fair (C+, C, C-)

Some minor mistakes remain but these do not confuse the reader or impede meaning. The writer attempts to use complex grammatical patterns to convey ideas.

Marginal (D)

Many sentences have mistakes, which causes strain for the reader. The meaning is sometimes distorted or unclear.

Failure (F)

There are several mistakes in grammar and word choice, often impeding communication and causing severe strain for the reader.

Assessment Task

1. Critical Essays

Criterion

Thesis / Argument

Excellent (A+, A, A-)

The essay contains well thought-out ideas that are clearly expressed, original, and supported.

Good (B+, B, B-)

Thesis and purpose are clear and appropriate for the writing task. There is a sense of originality in the purpose.

Fair (C+, C, C-)

Elements of Marginal and Good

Marginal (D)

Thesis and argument are vague or only loosely related to the writing task.

Failure (F)

Reader cannot determine thesis & purpose OR thesis has no relation to the writing task

Assessment Task

1. Critical Essays

Criterion

Engagement with the relevant texts

Excellent (A+, A, A-)

Shows a deep understanding of the relevant texts. Sophisticated reading/interpretative skills apparent.

Good (B+, B, B-)

The discussion of the primary texts is sufficiently detailed. There is a sense of the writer interpreting the text.

Fair (C+, C, C-)

Elements of Marginal and Good

Marginal (D)

Some discussion of the relevant texts, but mostly in general and broad terms. Lacks details.

Failure (F)

Very little if any engagement with the primary texts

Assessment Task

2. Reading Journal

Criterion

Content

Excellent (A+, A, A-)

The organization between sentences, paragraphs, and ideas is effective and smooth. The writing is cohesive and logically organized.

Good (B+, B, B-)

Organization supports thesis. Transitions between ideas are clear and functional. There is a sense of progression as the argument unfolds.

Fair (C+, C, C-)

Elements of Marginal and Good

Marginal (D)

Some signs of logical organization. May have abrupt or illogical shifts and ineffective flow of ideas. Generally very choppy.

Failure (F)

Ideas are not clearly contextualized. Unclear organization.

Assessment Task

2. Reading Journal

Criterion

Clarity and Precision of Language

Excellent (A+, A, A-)

Language is used effectively and with a high level of precision.

Good (B+, B, B-)

Almost all sentences are error free. There is a sense of precision in word choice. The writer successfully uses complex sentence structures to convey ideas.

Fair (C+, C, C-)

Some minor mistakes remain but these do not confuse the reader or impede meaning. The writer attempts to use complex grammatical patterns to convey ideas.

Marginal (D)

Many sentences have mistakes, which causes strain for the reader. The meaning is sometimes distorted or unclear.

Failure (F)

There are several mistakes in grammar and word choice, often impeding communication and causing severe strain for the reader.

Assessment Task

2. Reading Journal

Criterion

Engagement with the relevant texts

Excellent (A+, A, A-)

Shows a deep understanding of the relevant texts. Sophisticated reading/interpretative skills apparent.

Good (B+, B, B-)

The discussion of the primary texts is sufficiently detailed. There is a sense of the writer interpreting the text.

Fair (C+, C, C-)

Elements of Marginal and Good

Marginal (D)

Some discussion of the relevant texts, but mostly in general and broad terms. Lacks details.

Failure (F)

Very little if any engagement with the primary texts

Assessment Task

3. Participation

Criterion

Participation in in-class activities (such as group discussion and writing tasks)

Excellent (A+, A, A-)

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

Good (B+, B, B-)

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

Fair (C+, C, C-)

Seldom makes contribution to in-class group discussion; completes most of the in-class writing tasks

Marginal (D)

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

Failure (F)

Fails to sufficiently participate in in-class activities (including discussion and writing)

Part III Other Information

Keyword Syllabus

The novel, English literature, identity, culture

Reading List**Compulsory Readings**

Title	
1	Readings will be selected and made available by the instructor. These will include selections of classic works by authors such as Jane Austen, Mary Shelley, and John Steinbeck, and also contemporary works by writers such as Toni Morrison, Timothy Mo, and Arundhati Roy.

Additional Readings

Title	
1	Moore, Steven. <i>The Novel: An Alternative History, 1600-1800</i> . Bloomsbury, 2013.
2	Pavel, Thomas G. <i>The Lives of the Novel: A History</i> . Princeton UP, 2015.
3	Schmidt, Michael. <i>The Novel: A Biography</i> . Belknap Press, 2014.
4	Watt, Ian. <i>The Rise of the Novel</i> . University of California Press, 2001.