GE2108: LITERATURE IN OUR LIVES

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Literature in Our Lives

Subject Code
GE - Gateway Education
Course Number
2108

Academic Unit
English (EN)

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

Course Duration
One Semester

Credit Units
3

Level
A1, A2 - Associate Degree
B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)
Area 1 - Arts and Humanities

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

 "Literature in our Lives" is a multi-genre course that will introduce students to the basic theory and practice of literary studies. Beginning with a theoretical introduction to a range of literary genres, students will explore the ways in which literature works both in technical terms and in relation to human experience. Combining a thematic focus (on questions, for example, of identity, class, history, language, and gender) with discussions of forms and techniques, the course will engage with multiple texts while leading students to think and write critically about various forms of literary expression.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Recognize formal literary elements in literature and connect them to major literary genres and theories			x	x
2	Discover the aesthetic and creative aspects of literature through exploring themes and styles of writing in major literary works		x	x	x
3	Apply critical thinking and reading skills in interpreting literary texts		x	x	x
4	Critique and write a commentary on literary work		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 discussion Each week students will be introduced to and required to discuss literary texts. Students will learn to apply what they have learnt to identify literary features in assigned readings.	1, 2, 3	

2		Analytical reponses to literary work Students will be required to respond to literary works to enhance their ability to analyze aesthetic and creative aspects of literature.	1, 2, 3, 4	
3		Writing literary critique Students will be introduced to the conventions and techniques in writing literary critiques and interpretations. Students will demonstrate their understanding and their own interpretation of the themes and styles of writing of the assigned readings.	1, 2, 3, 4	
4		Team presentation Students will be required to choose and read a text and give a group presentation on it. In planning their presentation, students will decide how they interpret the text and convey their message to the audience. This activity requires both critical reading and thinking skills and interpretative abilities.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks
1	Learning portfolio. Students compile tasks and complete reflections on their learning.	1, 2, 3	40	
2	In-class test. Students complete an in-class test covering course content.	1, 2	30	
3	Team presentation Students will work collaboratively on a relevant topic and present their work to the class.	1, 2, 3, 4	20	

4	Participation Student will be required to participate actively in class, discussions and activities.	1, 2, 3	10	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Learning portfolio

Criterion

Task completion

Excellent (A+, A, A-)

Assigned tasks are completed to a high standard and presented in the portfolio.

Good (B+, B, B-)

Assigned tasks are completed to a good standard and presented in the portfolio.

Fair (C+, C, C-)

Assigned tasks are presented in the portfolio with some omissions or significant inaccuracy.

Marginal (D)

Many tasks are missing from the portfolio and/or there is a high degree of inaccuracy.

Failure (F)

Few or none of the tasks are completed and/or those which are presented in the portfolio are done to a low standard.

Assessment Task

1. Learning portfolio

Criterion

Reflection

Excellent (A+, A, A-)

The reflective component of the portfolio shows a very high degree of awareness of the relationship between the task and the course themes.

Good (B+, B, B-)

The reflective component of the portfolio shows a good degree of awareness of the relationship between the task and the course themes.

Fair (C+, C, C-)

The reflective component of the portfolio shows a limited but satisfactory awareness of the relationship between the task and the course themes.

Marginal (D)

The reflective component of the portfolio shows a significantly limited awareness of the relationship between the task and the course themes.

Failure (F)

The reflective component of the portfolio is not completed, or shows little or no awareness of the relationship between the task and the course themes.

Assessment Task

1. Learning portfolio

Criterion

Language use

Excellent (A+, A, A-)

The lexicogrammar is extremely accurate and idiomatic.

Good (B+, B, B-)

The lexicogrammar is generally accurate and idiomatic; minor errors do not negatively affect comprehension.

Fair (C+, C, C-)

The lexicogrammar is generally accurate and idiomatic; relatively few errors have a minor effect on comprehension.

Marginal (D)

Frequent inaccurate and/or unidiomatic features in the lexicogrammar disrupt comprehensibility.

Failure (F)

Lexicogrammatical errors are frequent and seriously disrupt comprehension.

Assessment Task

2. Team Presentation

Criterion

Conceptual understanding

Excellent (A+, A, A-)

Shows full understanding of main concepts in the chosen text and relates them very well to wider literary conventions

Good (B+, B, B-)

The main concepts in the chosen text are competently discussed and related to wider literary conventions

Fair (C+, C, C-)

The main concepts in the chosen text are sufficient discussed and related to wider literary conventions

Marginal (D)

The main concepts in the text are insufficiently discussed and inadequately related to wider literary conventions

Failure (F)

The main concepts in the text are not discussed or are not related to wider literary conventions

Assessment Task
2. Team Presentation

Criterion
Interpretation

Excellent (A+, A, A-)
The presentation offers an excellent interpretation of the chosen text

Good (B+, B, B-)
The presentation offers a very good interpretation of the chosen text

Fair (C+, C, C-)
The presentation offers a fair interpretation of the chosen text

Marginal (D)
The presentation offers a poor interpretation of the chosen text

Failure (F)
The presentation offers a very poor interpretation of the chosen text

Assessment Task
2. Team Presentation

Criterion
Information

Excellent (A+, A, A-)
All relevant information is included in presentation of the chosen text

Good (B+, B, B-)
Sufficient relevant information is included in presentation of the chosen text

Fair (C+, C, C-)
Partial relevant information is included in presentation of the chosen text

Marginal (D)
Incomplete or inaccurate information is included in presentation of the chosen text

Failure (F)
Very limited or inaccurate information is included in presentation of the chosen text

Assessment Task
2. Team Presentation

Criterion
Evidence and argumentation

Excellent (A+, A, A-)
The claims made about the chosen text are excellently supported by evidence and argumentation

Good (B+, B, B-)
The claims made about the chosen text are well supported by evidence and argumentation

Fair (C+, C, C-)
The claims made about the chosen text are supported by some evidence and argumentation

Marginal (D)
The claims made about the chosen text are poorly supported by limited evidence and weak argumentation

Failure (F)
The claims made about the chosen text are unsupported by evidence or argumentation

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Assessment Task
3. Participation

Criterion
Constructive engagement

Excellent (A+, A, A-)
Very constructive and active engagement in class activities.

Good (B+, B, B-)
Constructive and active engagement in most class activities.

Fair (C+, C, C-)
Engagement and contributions are limited qualitatively, quantitatively or both.

Marginal (D)
Little engagement in class activities; contributions in class are limited in number or not constructive.

Failure (F)
Minimal engagement in class activities; contributions in class are rare or not constructive.

Assessment Task
4. In-class test

Criterion
Content knowledge

Excellent (A+, A, A-)
Answers demonstrate a very strong understanding of the course content.

Good (B+, B, B-)

Answers demonstrate a good understanding of the course content.

Fair (C+, C, C-)

Answers demonstrate a limited but satisfactory understanding of the course content.

Marginal (D)

Answers demonstrate a weak understanding of the course content.

Failure (F)

One or more quizzes not taken, and/or answers demonstrate a very weak understanding of the course content.

Part III Other Information

Keyword Syllabus

Basic elements of literary studies; typical conventions and structures of different literary genres; social commentary in literature; tools for literary critique; exploration of poetic devices;

Reading List

Compulsory Readings

	Title
1	Required readings will be clearly indicated on the course canvas site at the beginning of the semester.

Additional Readings

	Title
1	Barnet, Sylvan., Burto, William., & Cain, William E. (2004). An Introduction to Literature: Fiction, Poetry, and Drama (13th Ed.). NY: Pearson Longman.
2	Charters, Ann. & Charters, Samuel. (2001). Literature and its Writers: An Introduction to Fiction, Poetry, and Drama (2nd Ed.). Boston, MA: Bedford/St. Martin's.
3	Henderson, Gloria Mason., Day, Bill., Waller, Sandra Stevenson. (2003). Literature and Ourselves: A Thematic Introduction for Readers and Writers (4th Ed.). NY: Longman.
4	Ramazani, Jahan., Ellmann, Richard., O'Clair, Robert. (2003). (Eds.). The Norton Anthology of Modern and Contemporary Poetry (3rd Ed). NY: W.W. Norton.

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

1, 2, 3, 4

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

1, 2

PILO 3: Demonstrate critical thinking skills

3

PILO 4: Interpret information and numerical data

1, 4

PILO 5: Produce structured, well-organised and fluent text

4

PILO 6: Demonstrate effective oral communication skills

1

PILO 7: Demonstrate an ability to work effectively in a team

2

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

1, 3

PILO 9: Value ethical and socially responsible actions

1, 2, 3, 4

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

3, 4

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Literary critique via e-portfolio entries,
Team presentation