

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of English**  
**with effect from Semester A 2018/19**

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**Part I Course Overview**

**Course Title:** Literature in our Lives

**Course Code:** GE2108

**Course Duration:** One semester

**Credit Units:** 3

**Level:** A2, B2

X Arts and Humanities

**Proposed Area:**  Study of Societies, Social and Business Organisations

*(for GE courses only)*  Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** None

*(Course Code and Title)*

**Precursors:** None

*(Course Code and Title)*

**Equivalent Courses:** None

*(Course Code and Title)*

**Exclusive Courses:** None

*(Course Code and Title)*

## Part II Course Details

### 1. 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.

### 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)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Recognize formal literary elements in literature and connect them to major literary genres and theories			√	√
2.	Discover the aesthetic and creative aspects of literature through exploring themes and styles of writing in major literary works		√	√	√
3.	Apply critical thinking and reading skills in interpreting literary texts		√	√	√
4.	Critique and write a commentary on literary work		√	√	√
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1.	<b>Reading discussion</b> 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.	√	√	√				
2.	<b>Analytical responses to literary work</b> Students will be required to respond to literary works to enhance their ability to analyze aesthetic and creative aspects of literature.	√	√	√	√			
3.	<b>Writing literary critique</b> 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.	√	√	√	√			
4.	<b>Team presentation</b> 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.	√	√	√	√			

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CIOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4			
Continuous Assessment: 100%							
<b>Literary critique ( e-portfolio entries)</b> Students will be introduced to the conventions and techniques of writing literary critiques and will write texts demonstrating their understanding, interpretation, and evaluation of assigned readings. Students will be able to access works published as an e-portfolio by other students and comment on them, creating a peer-feedback network.	√		√			35%	Individual Assessment
<b>Written Analytical Responses (e-portfolio entries)</b> Students will produce written analyses of literary texts from all three of the main genres covered in the course. Students will be able to access works published as an e-portfolio by other students and comment on them, creating a peer-feedback network.	√	√				35%	Individual Assessment
<b>Team presentation</b> Students will be required to choose and read a text, and give a response in the form of a group presentation. In planning their presentation, they will decide how they interpret the text and how to convey their message to the audience. This activity requires both critical reading and thinking skills, and interpretative abilities.	√	√	√	√		20%	Group Assessment
<b>Participation</b> Student will be required to participate actively in class, discussions and activities; regular attendance is a precondition, but not in itself assessed; student will complete a participation self-assessment allowing them to monitor and evaluate their own participation alongside the instructor	√	√	√			10%	Individual Assessment
Examination: 0%							

\* The weightings should add up to 100%.

100%

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Literary critique  2. Written Analytical Responses	Presentation	The e-portfolio entries are extremely well presented in terms of font, layout, spacing, headings, and citation.	The e-portfolio entries are well presented in terms of font, layout, spacing, headings, and citation.	The e-portfolio entries are adequately presented in terms of font, layout, spacing, headings, and citation.	The e-portfolio entries are poorly presented in terms of font, layout, spacing, headings, and citation.	The e-portfolio entries are very poorly presented in terms of font, layout, spacing, headings, and citation.
	Task response	The e-portfolio entries respond directly and completely to the task description	The e-portfolio entries respond well to the task description	The e-portfolio entries respond adequately to the task description	The e-portfolio entries respond poorly to the task description	The e-portfolio entries fail to respond to the task description
	Critique and commentary	The e-portfolio entries offer an extremely effective critique of and commentary on the relevant text	The e-portfolio entries offer an effective critique of and commentary on the relevant text	The e-portfolio entries offer an adequate critique of and commentary on the relevant text	The e-portfolio entries offer an inadequate critique of and commentary on the relevant text	The e-portfolio entries offer a little or no critique of or commentary on the relevant text
	Accuracy and organization	The e-portfolio entries are highly accurate in terms of lexis and grammar, are cohesive, and have a logical structure.	The e-portfolio entries are accurate in terms of lexis and grammar, are generally cohesive, and have a clear structure.	The e-portfolio entries are fairly accurate in terms of lexis and grammar, are somewhat cohesive, and have some structure.	The e-portfolio entries are inaccurate in terms of lexis and grammar, have problems in terms of cohesion, and have little structure.	The e-portfolio entries are highly inaccurate in terms of lexis and grammar, are not cohesive, and have no clear structure.

3. Team Presentation	Conceptual understanding	Shows full understanding of main concepts in the chosen text and relates them very well to wider literary conventions	The main concepts in the chosen text are competently discussed and related to wider literary conventions	The main concepts in the chosen text are sufficient discussed and related to wider literary conventions	The main concepts in the text are insufficiently discussed and inadequately related to wider literary conventions	The main concepts in the text are not discussed or are not related to wider literary conventions
	Interpretation	The presentation offers an excellent interpretation of the chosen text	The presentation offers a very good interpretation of the chosen text	The presentation offers a fair interpretation of the chosen text	The presentation offers a poor interpretation of the chosen text	The presentation offers a very poor interpretation of the chosen text
	Information	All relevant information is included in presentation of the chosen text	Sufficient relevant information is included in presentation of the chosen text	Partial relevant information is included in presentation of the chosen text	Incomplete or inaccurate information is included in presentation of the chosen text	Very limited or inaccurate information is included in presentation of the chosen text
	Evidence and argumentation	The claims made about the chosen text are excellently supported by evidence and argumentation	The claims made about the chosen text are well supported by evidence and argumentation	The claims made about the chosen text are supported by some evidence and argumentation	The claims made about the chosen text are poorly supported by limited evidence and weak argumentation	The claims made about the chosen text are unsupported by evidence or argumentation
4. Participation	Individual class participation	Always actively listens and responds to others as well as to the teacher. Always actively participates in the group, helping to	Frequently listens and responds to others as well as to the teacher. Mostly participates in the group, frequently helping to define	Sometimes listens and responds to others as well as to the teacher. Sometimes participates in the group and occasionally is	Little evidence of listening and responding to others. Makes little or no contribution to the class.	No evidence of individual or team work due to non-attendance.

		define goals, plans roles and timelines. Always prepared for group tasks in class and makes excellent contributions.	goals, plan roles and timelines Mostly prepared for group tasks in class and contributes well.	observed to contribute to the team, but mostly takes a passive role.		
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**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.)*

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;

**2. Reading List**

**2.1 Compulsory Readings**

*(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.)*

**2.2 Additional Readings**

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

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

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:

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

*GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: [http://www.cityu.edu.hk/edge/ge/faculty/curricular\\_mapping.htm](http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm).)*

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.

<b>Selected Assessment Task</b>
Literary critique via e-portfolio entries  Team presentation