

# EN3579: WORLD LITERATURE IN ENGLISH

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## Effective Term

Semester B 2024/25

## Part I Course Overview

### Course Title

World Literature in English

### Subject Code

EN - English

### Course Number

3579

### 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 introduces students to various forms and genres of world literatures in English across historical and cultural contexts. The course will start with the exploration and discussions of the idea of 'world literature' from the nineteenth

century to the present day. Students will study a diverse range of literary texts through various critical perspectives and explore and discuss issues relating to circulation and literary marketplace, cultural identity and place, translation and multilingualism, and the dynamics between globalism and localism, major and minor literatures. As students learn how literature functions and evolves in changing global contexts, they will develop their ability to think critically and to analyse culture with both rigor and creativity.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify key writers and texts and examine the socio-cultural and political issues that contribute to the emergence of new literary forms in a global context.		x	x	
2	Explicate the characteristics of selected writers and texts, as well as the dynamics between the local and the global as explored in these 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 real-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.

### Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Interactive lecturing and discussion	Students will discuss key concepts and major ideas with their peers in small groups and in response to questions raised by the instructor	1, 2, 3, 4	
2	Composition and critical analysis of key concepts and ideas	Students will apply their knowledge and literary interpretative skills to compose short writings and a critical writing on a range of topics in response to writing prompts and questions.	1, 2, 3, 4	

3	Application of knowledge through group project	Students will collaboratively design and develop a group project in response to selected topics covered in class.	1, 2, 3, 4	
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**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
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	25	Individual Work
2	Test: Students will take an end-of-term test, when they will be evaluated on their understanding of the course materials and analytical and interpretative skills.	1, 2, 3, 4	35	Individual Work
3	Group Project: Students will form small groups to develop a project in relation to World Literary Studies.	1, 2, 3, 4	30	Group Work
4	Participation: Students will participate in class discussions and activities, as well as complete short writing exercises and take part in other in-class activities throughout the course.	1, 2, 3, 4	10	Individual Work

**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.

**Failure (F)**

Inappropriate organisation or structure.

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**Assessment Task**

1. Critical Essays

**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.

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**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

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**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

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**Assessment Task**

2. Test

**Criterion**

Ideas

**Excellent (A+, A, A-)**

The main ideas demonstrate originality and critical thinking. They demonstrate students' excellent analytical and interpretative skills.

**Good (B+, B, B-)**

The main ideas demonstrate some elements of originality and critical thinking. They show that students attain a good level of analytical and interpretative skills.

**Fair (C+, C, C-)**

The main ideas are mostly clear but lacking in terms of specific or original ideas. They show that students' analytical and interpretative skills are average or below average.

**Marginal (D)**

The main ideas are not always clear and they lack originality or relevance.

**Failure (F)**

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

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**Assessment Task**

2. Test

**Criterion**

Engagement and Support

**Excellent (A+, A, A-)**

Demonstrates a comprehensive and excellent understanding of the course readings with specific and accurate support.

**Good (B+, B, B-)**

Demonstrates a good understanding of relevant texts with some support.

**Fair (C+, C, C-)**

Demonstrates fairly good understanding of relevant texts, but lacking in detail. There maybe 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.

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**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)

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**Assessment Task**

4. Group Project

**Criterion**

Ideas, content and organisation

**Excellent (A+, A, A-)**

The project demonstrates strong research, excellent design, and exemplary writing and organization skills.

**Good (B+, B, B-)**

The project demonstrates insightful research, thoughtful design, and good writing and organization skills.

**Fair (C+, C, C-)**

The project's main research components are clear but inconsistent or inadequate. Design is functional and language is generally clear, appropriate, and sufficiently detailed.

**Marginal (D)**

The project's main research components are barely adequate. The design is not always effective or appropriate. Writing contains sections that are unclear, formulaic, or inappropriate to the task.

**Failure (F)**

The project's main research components are inadequate or not present. The design is insufficient or inappropriate and language is mostly unclear, formulaic, or inappropriate to the task.

## Part III Other Information

**Keyword Syllabus**

World literature in English, identity, culture, cosmopolitanism, circulation and literary marketplace, translation and multilingualism

**Reading List****Compulsory Readings**

Title	
1	Compulsory readings (primary texts) will be assigned by the instructor
2	Damrosch, David (ed.). <i>World Literature in Theory</i> . Wiley Blackwell, 2014.

**Additional Readings**

Title	
1	Bassnett, Susan. <i>Translation and World Literature</i> . Routledge, 2019.
2	Casanova, Pascale. <i>The World Republic of Letters</i> . Tran. Malcolm DeBevoise. Harvard University Press, 2007.
3	Damrosch, David. <i>What is World Literature?</i> Princeton UP, 2003.
4	D'haen, Theo, David Damrosch and Djelal Kadir (eds.). <i>The Routledge Companion to World Literature</i> . Routledge, 2011.
5	Walkowitz, Rebecca. <i>Born Translated: The Contemporary Novel in an Age of World Literature</i> . Columbia University Press, 2017.
6	Zhang, Longxi. <i>From Comparative to World Literature</i> . SUNNY Press, 2016.