

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2022/2023**

Part I Course Overview

Course Title: Survey of Literary Genres

Course Code: EN5450

Course Duration: One Semester

Credit Units: 3 credits

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) None

Precursors:
(Course Code and Title) None

Equivalent Courses:
(Course Code and Title) None

Exclusive Courses:
(Course Code and Title) None

Part II Course Details

1. Abstract

This course focuses on key literary texts and explores the form and function of the genres they are written within. The course readings will include works from established literary genres as well as other popular and hybrid forms of literary expression. By analyzing and discussing texts in terms of their generic context students will gain a deeper appreciation of Anglophone literary history from a wide range of perspectives. The readings will include works from various genres that may include drama, fairy tales, historical fiction, comedy, science fiction, autobiography, and various types of poetry.

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	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify key writers, texts, concepts related to literary and cultural studies.		v	v	
2.	Understand the aesthetic and creative aspects of literature by exploring themes and genres of diverse texts		v	v	
3.	Apply critical reading, thinking, and writing skills in interpreting literary and cultural texts		v	v	v
4.	Assess the characteristics of literature and understand relevant interdisciplinary possibilities		v	v	v
		100%			

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			
Interactive lecturing and discussion	Each week students will be introduced to texts and will be encouraged to discuss and analyse them in pairs and in groups	v	v	v	v			

Composition and critical analysis of key concepts and ideas	Students will write responses and a research essay, allowing them to engage with key concepts and ideas introduced in class.	v	v	v	v			
Application of knowledge through discussion and presentation	Students will give a presentation related to their project. Presentations will involve the whole class as they provoke discussion and questions	v	v	v	v			

4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4			
Continuous Assessment: 100 %							
Research Essay: Students reflect and analyse issues using analytical, argumentative, or comparative prisms. They will need to carry out research to support and develop their arguments and ideas.	v	v	v	v		30%	
Reading Responses: Students write regularly on relevant topics in order to gain a deeper understanding of course materials	v	v	v	v		30%	
Presentation: Students will present on a relevant topic that provides perspectives on aspects of a particular literary work.	v	v	v	v		30%	
Class participation: Students are expected to contribute to in-class discussions and to demonstrate their learning in reading relevant materials						10%	
						100%	

5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Research Essay	Organization and Cohesion	The organization between sentences, paragraphs, and ideas is effective. The writing is cohesive and logically organized.	Organization supports thesis. Transitions between ideas are clear and functional. Introduction and conclusion demonstrate a clear development of ideas.	Structure and organization are evident but may require revision.	Ideas are not clearly contextualized. Unclear or incomplete organization.
	Language	Exceptionally well composed. Words are used with precision and accuracy. Clear command of grammar.	Strong control of language and a wide lexical range. Grammatical structures are varied and well-constructed.	Effective and functional control. Basic ideas are communicated effectively. Errors may cause some distraction.	There is a high density of errors, causing strain for the reader. The meaning is sometimes lost or unclear
	Thesis / Argument	The essay contains well thought-out ideas that are clearly expressed, original, and supported.	Thesis is clear and appropriate for the writing task. There is a sense of originality in the purpose.	Thesis and argument are evident but may need significant revision.	Reader cannot determine thesis & purpose OR thesis has no relation to the writing task
	Engagement with the relevant texts	Shows a deep understanding of the relevant texts including relevant research.	The discussion of the primary and secondary texts is sufficiently detailed.	Evident discussion of the relevant texts but lacking in detail.	Very little if any engagement with primary and secondary texts
2. Reading Responses	Engagement and Support	Demonstrates a very detailed understanding of the course readings. Specific and accurate	Demonstrates a good understanding of relevant texts with some specific support	Demonstrates fair understanding of relevant texts, but lacking in detail. There	Demonstrates a minimal understanding of relevant texts and/or lacking in content.

		support		may be some inaccuracies.	
	Originality of ideas	The main ideas of the response are sharp, accurate, and compelling.	The response is coherent and contains some elements of creativity and originality.	Main ideas are mostly clear but the response may be lacking in terms of specific or original ideas.	The response appears to be off topic or ideas are generally incoherent.
3. Presentation	Engagement with Relevant Texts	In depth analysis and thorough discussion. Insightful and detailed engagement with a range of texts.	The discussion of the primary and secondary texts is sufficiently detailed.	Adequate analysis and discussion with a limited range of texts.	Analysis and discussion are inadequate; lacking in terms of engagement with relevant texts.
	Organization and Focus	Very coherent structure and sharp focus	Effective structure and clear focus	Identifiable structure and focus with occasional lapses or inconsistencies	Weak structure and/or very lacking in terms of focus
	Language and Delivery	Spoken delivery is polished and highly effective; meaning is sharp and precise.	Spoken delivery is effective and meaning is clear.	Spoken delivery is basically effective with occasional inconsistencies	Spoken delivery weak and largely ineffective
4. Participation	Engagement	Makes significant contribution to in-class discussions and activities	Good contribution to in-class discussion and activities	Adequate contribution to in-class discussions and activities	Little evidence of participation in class

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Research Essay	Organization and Cohesion	The organization between sentences, paragraphs, and ideas is effective. The writing is cohesive and logically organized.	Organization supports thesis. Transitions between ideas are clear and functional. Introduction and	Paragraph structure is evident but is not always clear or logical. Introduction and/or conclusion may require revision.	Some signs of logical organization, but there may be abrupt or illogical shifts that cause confusion. Introduction and/or conclusion may be	Ideas are not clearly contextualized. Unclear or incomplete organization.

			conclusion demonstrate a clear development of ideas.		missing or require significant revision.	
	Language	Exceptionally well composed. Words are used with precision and accuracy. Clear command of grammar.	Strong control of language and a wide lexical range. Grammatical structures are varied and well constructed. Small errors may persist but the meaning is clear.	Effective and functional control. Basic ideas are communicated effectively. Errors cause minimal distraction.	There is a high density of errors, causing strain for the reader. The meaning is sometimes lost or unclear	Almost every sentence has some kind of error, which causes serious problems for the reader. The meaning is often lost or distorted.
	Thesis / Argument	The essay contains well thought-out ideas that are clearly expressed, original, and supported.	Thesis is clear and appropriate for the writing task. There is a sense of originality in the purpose.	Elements of Marginal and Good	Thesis and argument are vague or only loosely related to the writing task.	Reader cannot determine thesis & purpose OR thesis has no relation to the writing task
	Engagement with the relevant texts	Shows a deep understanding of the relevant texts including relevant research.	The discussion of the primary and secondary texts is sufficiently detailed.	Elements of Marginal and Good	Some discussion of the relevant texts, but mostly in general and broad terms. Lacks details.	Very little if any engagement with primary and secondary texts

		Sophisticated reading/interpretative skills apparent.				
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Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Reading Responses	Engagement and Support	Demonstrates a very detailed understanding of the course readings. Specific and accurate support	Demonstrates a good understanding of relevant texts with some specific support	Demonstrates fairly good understanding of relevant texts, but lacking in detail. There may be some inaccuracies.	Demonstrates a superficial understanding of relevant texts. Support is not always detailed or accurate.	Demonstrates a minimal understanding of relevant texts and/or lacking in content.
	Originality of ideas	The main ideas of the response are sharp, accurate, and compelling.	The response is coherent and contains some elements of creativity and originality.	Main ideas are mostly clear but the response may be lacking in terms of specific or original ideas.	The main ideas are not always clear and the response appears to be lacking in terms of originality or relevance.	The response appears to be off topic or ideas are generally incoherent.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Presentation	Engagement with Relevant Texts	In depth analysis and thorough discussion. Insightful and detailed engagement with a range of texts.	Good analysis and discussion. Good engagement with a range of texts.	Adequate analysis and discussion with a limited range of texts.	Limited analysis and discussion. Minimal engagement with texts.	Analysis and discussion is inadequate; lacking in terms of engagement with relevant texts.
	Organization and Focus	Very coherent structure and sharp focus	Effective structure and clear focus	Identifiable structure and focus	Weak structure and/or focus	Confusing structure and/or unidentifiable focus

	Language and Delivery	Spoken delivery is polished and highly effective; meaning is sharp and precise.	Spoken delivery is highly effective; meaning is clear.	Spoken delivery is basically effective; meaning sometimes lost;	Spoken delivery weak; meaning is often lost;	Spoken delivery is poor.
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Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Participation	Participation in in-class activities (such as group discussion and writing tasks)	Makes significant contribution to in-class discussion and completes writing tasks satisfactorily.	Makes occasional contribution to in-class group discussion and completes the writing tasks satisfactorily.	Seldom makes contribution to in-class group discussion; completes most of the in-class writing tasks	Little evidence of participation in class; completes very few in-class writing tasks	Fails to sufficiently participate in in-class activities (including discussion and writing)

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.)

Survey of literature, genre studies, fiction, non-fiction, drama, poetry

2. Reading List

2.1 Compulsory Readings (tentative list)

(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.)

1.	Selected readings will be made available by the instructor
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2.2 Additional Readings

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

1.	Frow, John. <i>Genre</i> . Routledge, 2006.
2	Marcela Sulak and Jacqueline Kolosov (eds). <i>Family Resemblance: An Anthology and Exploration of 8 Hybrid Literary Genres</i> . Rose Metal Press, 2015.
3.	Turco, <i>The Book of Literary Terms: The Genres of Fiction, Drama, Nonfiction, Literary Criticism, and Scholarship</i> (Second Edition) University of Mexico Press, 2020.