# City University of Hong Kong Course Syllabus

# offered by Department of English with effect from Semester A 2023/ 2024

Part I Course Overv	view
Course Title:	Critical Approaches to Literature
Course Code:	EN6508
Course Duration:	One Semester
Credit Units:	3 Credits
Level:	P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: (Course Code and Title)	Nil
Precursors: (Course Code and Title)	Nil
<b>Equivalent Courses</b> : (Course Code and Title)	Nil
Exclusive Courses: (Course Code and Title)	Nil

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#### Part II Course Details

#### 1. Abstract

The course aims to introduce students to major theoretical concepts and critical practices in literary studies. Students will focus on specific writers, genres or themes in the context of literary history and criticism. The critical perspectives that this course explores may include structuralism, gender studies, postcolonialism, new historicisim, psychoanalysis, postmodernism and reader-response theory. This course will also prepare students to conduct their own independent research on literature. Students will generate critical, analytical and creative responses to selected texts throughout the course.

### 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		very-en ulum re	
		applicable)	learni	ng outc	omes
			(pleas	e tick	where
			appro	priate)	
			AI	A2	A3
1.	Identify key critical approaches to literature	NA	V	V	
2.	Analyse the characteristics of the set texts in the context of relevant theories and criticism.	NA	V	V	V
3.	Apply literary theories to interpret selected literary texts	NA	V	V	V
4.	Apply and develop critical reading, thinking, and writing, and research skills to interpret literary texts and situate them within the relevant critical contexts.	NA	V	V	V
5.	Examine the social, cultural and political influence on the development of critical practices in literary studies	NA	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	CIL	CILO No.				Hours/week (if applicable)
		1	2	3	4	5	(п аррпсаоте)
Lectures	Interactive lectures on major critical approaches, selected writers and literary texts	V	V	V	V	V	
Discussions	Small group discussions and peer review activities	V	V	V	V	V	
Writing and research tasks	Analytical and research writing tasks	V	V	V	V	V	
Analysis and interpretation	Guided literary analysis and interpretation activities	V	V	V	V	V	

## 4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities		LO N	o.			Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: _100_	%						
Critical Essay	V	V	V	V	V		
Each student will write a							
critical essay on a selected						45%	
topic.							
<b>Group Presentation</b>	V	V	V	V	V		
Students form small groups to						25%	
give a presentation on selected							
literary criticism.							
Literature Review	V	V	V	V	V	20%	
Students will review the major							
literary criticisms, theoretical							
perspectives and articles that							
are relevant to their research							
topic.							
Class Participation and	V	V	V	V		10%	
Discussion							
Students are expected to							
participate actively in class							
discussion and activities, as							
well as demonstrate their							
reading preparation.							
Examination: 0%						1000/	

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	Good	Marginal	Failure
		(A+, A, A-)	(B+, B)	(B-, C+, C)	(F)
Critical Essay	Thesis and Argumentation	Thesis is clear and appropriate	The responses contain sharp	The topic is clear but there is	The essay appears to be off
		for the writing task. There is a	ideas that are clearly	little originality in the way	topic or only loosely related to
		sense of originality in the way	expressed, original, and	that the writer has answered	the task. The writer may have
		the writer has answered the	thoughtfully supported.	the question. Ideas are not	misunderstood the question.
		question. Ideas are well		always supported. There is	
		supported and conclusions		little sense of progression as	
		reveal a progression of ideas		the paper develops.	
	Engagement	Sophisticated critical reading	The discussion of the primary	Some discussion of the	Very little if any engagement
		and interpretative skills	texts and secondary source	primary texts and secondary	with the primary texts.
		apparent.	materials is appropriate and	source materials, but mostly	
			sufficiently detailed. There is	in general and broad terms.	
			a sense of the writer critically	The selection of the texts may	
			engaging with the texts.	not be appropriate for the task.	
	Organisation	Organization supports thesis	Organization clearly supports	There maybe abrupt or	Ideas are not clearly marked
		in a logical and compelling	thesis. Transitions between	illogical shifts in ideas. Parts	or contextualised.
		way. The organization	ideas are clear and are	of the response may be	
		between sentences,	appropriately expressed.	illogically connected or	
		paragraphs, and ideas is		tangential. Mechanical and	
		cohesive and effective in		inappropriate use of	
		terms of advancing the		transitional phrases.	
		writer's arguments.			

	Language	Exceptionally well composed.	Strong control of language	There is a high density of	Almost every sentence has
		Words are used with precision	and a wide lexical range.	errors, causing strain for the	some kind of error, which
		and accuracy. A wide variety	Grammatical structures are	reader. The meaning is	causes serious problems for
		of sentence structures are	varied and well constructed.	sometimes lost or unclear	the reader. The meaning is
		used.	Small errors may persist but		often lost or distorted.
			the meaning is sharp and		
			clear.		
Participation		Makes significant contribution	Makes occasional contribution	Little evidence of	Fails to complete in-class
		to in-class discussion and	to in-class discussion and	participation in class;	tasks or participate in class
		completes tasks satisfactorily.	completes the tasks	completes very few in-class	discussions.
			satisfactorily.	tasks.	
Group Presentation	Content	The topic is well-researched,	Good research skills apparent.	Content is lacking details or	The content is insufficient
rresentation		and analysis and explanation	Content is thoughtful. There	consideration. Research	and/or substantially lacking in
		are supported by details. Ideas	maybe some lack of details.	appears to be superficial.	detail. Lacking evidence of
		are insightful and original.			research.
	Language and Delivery	Exceptionally well presented.	Strong control of language	There is a high density of	There are serious problems in
		Ideas are communicated with	and effectively	errors, causing strain for the	comprehension for the
		precision and accuracy.	communicated. Small errors	audience. The meaning is	audience. The meaning is
		Excellent non-verbal	persist but the meaning is	sometimes lost or unclear.	often lost or distorted.
		communication.	clear. Effective non-verbal	Non-verbal communication is	
			communication.	weak.	
	Organization	Visually appealing and highly	Visually appealing and	Lacking in clear organization.	The organization is confusing,
		effective team management.	effectively organized with	Design is inappropriate and/or	unclear, or non-existent.
		Smooth and effective	some inconsistencies. Good	ineffective. Team	There is an obvious lack of
		transitions and strong	transitions and sense of	management may appear	teamwork and cohesion.
		cohesions.	cohesion. Good team	uneven. Presentation appears	

			management is apparent.	fragmented and lacking in	
				cohesion.	
Literature Review	Content and Analysis	Shows full understanding of	The theoretical approach and	The theoretical approach and	The theoretical approach and
Literature Review		main concepts and theoretical	main concepts selected for	main concepts selected for	main concepts selected for
		approach and their	analysis are competently	analysis are sketchy and	analysis are either highly
		application;	discussed and applied;	inadequate;	inadequate or inappropriate;
		All relevant information is	The information included in	Incomplete information is	Very limited or inaccurate
		included in discussion and	discussion and analysis is	included in discussion and	information is incorporated in
		analysis;	sufficient;	analysis;	the analysis;
		The purpose of the analysis is	The purpose of the analysis is	The purpose of the conceptual	The analysis is not at all
		completely achieved	achieved	analysis is not adequately	comprehensible;
				achieved	The purpose of the analysis is
					not achieved in any way
	Organization	Effectively organized	Quite effectively organized	Inadequately organized	Poorly organized
	Language	Style and tone are highly	Style and tone are appropriate	Style and tone and	Style and tone are completely
		appropriate		inappropriate	inappropriate

# Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent	Good	Fair	Marginal	Failure
		(A+, A, A-)	(B+, B, B-)	(C+, C, C-)	(D)	(F)
Critical Essay	Thesis and Argumentation	Thesis is clear and	The responses contain	Elements of B and D	The topic is clear but	The essay appears to be
		appropriate for the	sharp ideas that are		there is little originality	off topic or only
		writing task. There is a	clearly expressed,		in the way that the	loosely related to the
		sense of originality in	original, and		writer has answered the	task. The writer may
		the way the writer has	thoughtfully supported.		question. Ideas are not	have misunderstood the

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	answered the question.			always supported.	question.
	Ideas are well			There is little sense of	
	supported and			progression as the	
	conclusions reveal a			paper develops.	
	progression of ideas				
Engagement	Sophisticated critical	The discussion of the	Elements of B and D	Some discussion of the	Very little if any
	reading and	primary texts and		primary texts and	engagement with the
	interpretative skills	secondary source		secondary source	primary texts.
	apparent.	materials is appropriate		materials, but mostly in	
		and sufficiently		general and broad	
		detailed. There is a		terms. The selection of	
		sense of the writer		the texts may not be	
		critically engaging with		appropriate for the task.	
		the texts.			
Organisation	Organization supports	Organization clearly	Elements of B and D	There maybe abrupt or	Ideas are not clearly
	thesis in a logical and	supports thesis.		illogical shifts in ideas.	marked or
	compelling way. The	Transitions between		Parts of the response	contextualised.
	organization between	ideas are clear and are		may be illogically	
	sentences, paragraphs,	appropriately		connected or tangential.	
	and ideas is cohesive	expressed.		Mechanical and	
	and effective in terms			inappropriate use of	
	of advancing the			transitional phrases.	
	writer's arguments.				
Language	Exceptionally well	Strong control of	Effective and	There is a high density	Almost every sentence
	composed. Words are	language and a wide	functional control.	of errors, causing strain	has some kind of error,
	used with precision and	lexical range.	Basic ideas are	for the reader. The	which causes serious
•					

		accuracy. A wide	Grammatical structures	communicated	meaning is sometimes	problems for the
						1
		variety of sentence	are varied and well	effectively. Errors	lost or unclear	reader. The meaning is
		structures are used.	constructed. Small	cause minimal		often lost or distorted.
			errors may persist but	distraction.		
			the meaning is sharp			
			and clear.			
Participation		Makes significant	Makes occasional	Seldom makes	Little evidence of	Fails to complete in-
		contribution to in-class	contribution to in-class	contribution to in-class	participation in class;	class tasks or
		discussion and	discussion and	group discussion and in	completes very few in-	participate in class
		completes tasks	completes the tasks	class tasks.	class tasks.	discussions.
		satisfactorily.	satisfactorily.			
Group Presentation	Content	The topic is well-	Good research skills	Elements of B and D	Content is lacking	The content is
		researched, and	apparent. Content is		details or consideration.	insufficient and/or
		analysis and	thoughtful. There		Research appears to be	substantially lacking in
		explanation are	maybe some lack of		superficial.	detail. Lacking
		supported by details.	details.			evidence of research.
		Ideas are insightful and				
		original.				
	Language and Delivery	Exceptionally well	Strong control of	Elements and	There is a high density	There are serious
		presented. Ideas are	language and	functional control of	of errors, causing strain	problems in
		communicated with	effectively	presentation. Basic	for the audience. The	comprehension for the
		precision and accuracy.	communicated. Small	ideas are	meaning is sometimes	audience. The meaning
		Excellent non-verbal	errors persist but the	communicated	lost or unclear. Non-	is often lost or
		communication.	meaning is clear.	effectively. Errors	verbal communication	distorted.
			Effective non-verbal	cause minimal	is weak.	
			communication.	distraction. Satisfactory		

				non-verbal		
				communication.		
	Organization	Visually appealing and	Vigually appealing and	Elements of B and D.	Lacking in clear	The exemination is
	Organization	Visually appealing and	Visually appealing and	Elements of B and D.		The organization is
		highly effective team	effectively organized		organization. Design is	confusing, unclear, or
		management. Smooth	with some		inappropriate and/or	non-existent. There is
		and effective	inconsistencies. Good		ineffective. Team	an obvious lack of
		transitions and strong	transitions and sense of		management may	teamwork and
		cohesions.	cohesion. Good team		appear uneven.	cohesion.
			management is		Presentation appears	
			apparent.		fragmented and lacking	
					in cohesion.	
	Content and Analysis	Shows full	The theoretical	The theoretical	The theoretical	The theoretical
Literature Review		understanding of main	approach and main	approach and main	approach and main	approach and main
		concepts and	concepts selected for	concepts selected for	concepts selected for	concepts selected for
		theoretical approach	analysis are	analysis is sufficient,	analysis are sketchy	analysis are either
		and their application;	competently discussed	and partially applied;	and inadequate;	highly inadequate or
		All relevant	and applied;	Only partial	Incomplete information	inappropriate;
		information is included	The information	information is included	is included in	Very limited or
		in discussion and	included in discussion	in discussion and	discussion and	inaccurate information
		analysis;	and analysis is	analysis;	analysis;	is incorporated in the
		The purpose of the	sufficient;	The purpose of the	The purpose of the	analysis;
		analysis is completely	The purpose of the	analysis is partially	conceptual analysis is	The analysis is not at
		achieved	analysis is achieved	achieved	not adequately	all comprehensible;
					achieved	The purpose of the
						analysis is not achieved
						in any way

Organization	Effectively organized	Quite effectively	Adequately organized	Inadequately organized	Poorly organized
		organized			
Language	Style and tone are	Style and tone are	Style and tone are	Style and tone and	Style and tone are
	highly appropriate	appropriate	somewhat appropriate	inappropriate	completely
					inappropriate

## 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.)

Literary theory, textual practice, literature, postcolonialism, gender, postmodernism

#### 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.	Peter Barry, Beginning Theory: An Introduction to Literary and Cultural Theory
2.	Castle, Gregory. The Literary Theory Handbook (selections)

#### 2.2 Additional Readings

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

1.	Barthes, Roland. Mythologies. London: Vintage, 2000.
2.	Bennett, Andrew & Nicholas Royle. An Introduction to Literature, Criticism and Theory.
	London and New York: Routledge, 2014.
3.	Belsey, Catherine. Critical Practice. London and New York: Routledge, 2002.
4.	Butler, Judith. Gender Trouble: Feminism and the Subversion of Identity. London and New
	York: Routledge, 2010.
5.	During, Simon. The Cultural Studies Reader. London: Routledge, 1993.
6.	Eagleton, Terry. Literary Theory: An Introduction. Minneapolis: University of Minnesota Press,
	2008.
7.	Frow, John. Genre. London and New York: Routledge, 2015.
8.	Highmore, Ben. Everyday Life and Cultural Theory: An Introduction. London: Routledge, 2002.
9.	King, Bruce. The Internationalization of English Literature. Oxford: Oxford University Press,
	2004.
10.	Leitch, Vincent (Ed.). The Norton Anthology of Theory and Criticism. London and New York:
	Norton, 2001.
11.	Lentricchia, Frank and Thomas McLaughlin. Critical Terms for Literary Study. Chicago and
	London: The University of Chicago Press, 1995.
12.	Lodge, David. <i>The Art of Fiction</i> . London: Vintage Books, 2011.
13.	Onega, Susanna and Christian Gutleben (Eds.) Refracting the Canon in Contemporary British
	Literature and Film. Amsterdam; New York: Rodopi, 2004.
14.	Pope, Rob. The English Studies Book: An Introduction to Language, Literature and Culture.
	London and New York: Routledge, 2002.
15.	Poplawshi, Paul. English Literature in Context. Cambridge: Cambridge University Press, 2008.
16.	Rivkin, Julie and Michael Ryan. <i>Literary Theory: An Anthology</i> . London: Blackwell, 2017.
17.	Williams, Raymond. Keywords: A Vocabulary of Culture and Society. London: Fontana Press,
	1983.