

EN5450: SURVEY OF LITERARY GENRES

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Survey of Literary Genres

Subject Code

EN - English

Course Number

5450

Academic Unit

English (EN)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate 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 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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify key writers, texts, concepts related to literary and cultural studies.		x	x	
2	Understand the aesthetic and creative aspects of literature by exploring themes and genres of diverse texts		x	x	
3	Apply critical reading, thinking, and writing skills in interpreting literary and cultural texts		x	x	x
4	Assess the characteristics of literature and understand relevant interdisciplinary possibilities		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	Each week students will be introduced to texts and will be encouraged to discuss and analyse them in pairs and in groups	1, 2, 3, 4	
2	Composition and critical analysis of key concepts and ideas	Students will write responses in class, allowing them to engage with key concepts and ideas introduced.	1, 2, 3, 4	
3	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	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Midterm Test	1, 2, 3	35	-	No
2	Final Test	1, 2, 3	35	-	No
3	Group Presentation	2, 3, 4	30	-	Yes

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Midterm Test

Criterion

Organization

Excellent

(A+, A, A-)

The organization between sentences, paragraphs, and ideas is effective. The writing is cohesive and logically organized.

Good

(B+, B, B-)

Transitions between ideas are clear and functional.

Fair

(C+, C, C-)

Paragraph structure is evident but is not always clear or logical.

Marginal

(D)

Some signs of logical organization, but there may be abrupt or illogical shifts that cause confusion.

Failure

(F)

Ideas are not clearly contextualized. Unclear or incomplete organization.

Assessment Task

Midterm Test - continued

Criterion

Language

Excellent

(A+, A, A-)

Exceptionally well composed. Words are used with precision and accuracy.

Good

(B+, B, B-)

Strong control of language and a wide lexical range. Small errors may persist but the meaning is clear.

Fair

(C+, C, C-)

Effective and functional control. Basic ideas are communicated effectively. Errors cause minimal distraction.

Marginal

(D)

There is a high density of errors, causing strain for the reader. The meaning is sometimes lost or unclear

Failure

(F)

The meaning is often lost or distorted.

Assessment Task

Midterm Test - continued

Criterion

Understanding of relevant concepts

Excellent

(A+, A, A-)

Shows an accurate and deep understanding of the relevant texts and concepts.

Good

(B+, B, B-)

Shows an accurate knowledge of texts and concepts with some inconsistency.

Fair

(C+, C, C-)

Evident knowledge of the relevant texts but lacking in detail or accuracy.

Marginal

(D)

Very little or mostly inaccurate understanding of texts and concepts

Failure

(F)

Weak and inaccurate understanding of relevant texts and concepts

Assessment Task

Final Test

Criterion

Organization

Excellent

(A+, A, A-)

The organization between sentences, paragraphs, and ideas is effective. The writing is cohesive and logically organized.

Good

(B+, B, B-)

Transitions between ideas are clear and functional.

Fair

(C+, C, C-)

Paragraph structure is evident but is not always clear or logical.

Marginal

(D)

Some signs of logical organization, but there may be abrupt or illogical shifts that cause confusion.

Failure

(F)

Ideas are not clearly contextualized. Unclear or incomplete organization.

Assessment Task

Final Test - continued

Criterion

Language

Excellent

(A+, A, A-)

Exceptionally well composed. Words are used with precision and accuracy.

Good

(B+, B, B-)

Strong control of language and a wide lexical range. Small errors may persist, but the meaning is clear.

Fair

(C+, C, C-)

Effective and functional control. Basic ideas are communicated effectively. Errors cause minimal distraction.

Marginal

(D)

There is a high density of errors, causing strain for the reader. The meaning is sometimes lost or unclear

Failure

(F)

The meaning is often lost or distorted.

Assessment Task

Final Test - continued

Criterion

Understanding of relevant concepts

Excellent

(A+, A, A-)

Shows an accurate and deep understanding of the relevant texts and concepts.

Good

(B+, B, B-)

Shows an accurate knowledge of texts and concepts with some inconsistency.

Fair

(C+, C, C-)

Evident knowledge of the relevant texts but lacking in detail or accuracy.

Marginal

(D)

Very little or mostly inaccurate understanding of texts and concepts

Failure

(F)

Weak and inaccurate understanding of relevant texts and concepts

Assessment Task

Group Presentation

Criterion

Engagement with Relevant Texts and Concepts

Excellent

(A+, A, A-)

Demonstrates a thoughtful and deep engagement with course readings

Good

(B+, B, B-)

Demonstrates a good understanding of relevant texts

Fair

(C+, C, C-)

Demonstrates a fair understanding of relevant texts

Marginal

(D)

Demonstrates only a superficial understanding of relevant texts.

Failure

(F)

Demonstrates a minimal understanding of relevant texts and/or lacking in content.

Assessment Task

Group Presentation - continued

Criterion

Originality of ideas

Excellent

(A+, A, A-)

The main ideas of the response are sharp, accurate, and compelling.

Good

(B+, B, B-)

The response is coherent and contains some elements of creativity and originality.

Fair

(C+, C, C-)

Main ideas are mostly clear but the response may be lacking in terms of specific or original ideas.

Marginal

(D)
The main ideas are not always clear and the response appears to be lacking in terms of originality or relevance.

Failure

(F)
The response appears to be off topic or ideas are generally incoherent.

Assessment Task

Group Presentation - continued

Criterion

Language and Delivery

Excellent

(A+, A, A-)
Spoken delivery is polished and highly effective; meaning is sharp and precise.

Good

(B+, B, B-)
Spoken delivery is highly effective; meaning is clear.

Fair

(C+, C, C-)
Spoken delivery is basically effective; meaning sometimes lost;

Marginal

(D)
Spoken delivery weak; meaning is often lost;

Failure

(F)
Spoken delivery is poor.

Assessment Task

Group Presentation - continued

Criterion

Organization and Focus

Excellent

(A+, A, A-)
Very coherent structure and sharp focus. Topic is both appropriate and achievable. Effective management of time.

Good

(B+, B, B-)
Effective structure with clear and appropriate focus. Effective management of time with some minor inconsistencies.

Fair

(C+, C, C-)

Identifiable structure and focus with occasional lapses or inconsistencies. There may be issues with time management.

Marginal

(D)

Weak structure and/or lacking in terms of developing an appropriate focus. There may be noticeable issues with time management.

Failure

(F)

Lacking in structure and/or inappropriate focus. There may also be significant issues with time management.

Part III Other Information

Keyword Syllabus

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

Reading List

Compulsory Readings

Title	
1	Selected readings will be made available by the instructor

Additional Readings

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