

EN6509: WORLD LITERATURES IN ENGLISH

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

World Literatures in English

Subject Code

EN - English

Course Number

6509

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 studies world literatures in English across a range of genres, historical periods, and geographical regions. Texts are examined in their cultural and historical contexts and through their various modes of circulation. Discussions address

questions such as those relate to the idea of 'world literature', cultural identity and place, translation and multilingualism, as well as the dynamics between globalism and localism, belonging and migration. The course invites students to reflect on the intersection of language literature and culture and apply their knowledge in practical activities and in-class discussions. By focusing on world literature, students will learn how literature functions in various societies and periods as a form of cultural production, critique and imaginative community-building.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 app.)		DEC-A2	DEC-A3
1	Students evaluate and examine the historical and theoretical contexts of world literatures in English		x		
2	Students recognize formal elements of literature such as genre, structure, style, and theme.			x	
3	Students understand and discuss the social historical and cultural contexts of literary texts		x		
4	Students apply critical thinking and research skills to generate creative and critical responses to texts from a range of linguistic and socio-cultural perspectives		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	1	Students listen to interactive lectures about key concepts related to the special topic in English Literary Studies	1, 3, 4	
2	2	Students read a variety of works related to the weekly topic	1, 2	
3	2-4	Students participate in workshops and discussions related to relevant topics in English Literary Studies	1, 3	

4	3-4	Students produce short reflections and a final research paper	1, 2, 3, 4	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Group Literary Project	1, 2, 3, 4	30	-	No
2	Response Paper	1, 2, 3, 4	20	-	No
3	Research Paper	1, 2, 3, 4	40	-	No
4	Participation and Discussion	1, 2, 3	10	The level of AI adoption in the assignment is restricted as outlined in the assessment guidelines in the course.	Yes

Continuous Assessment (%)

100

Minimum Continuous Assessment Passing Requirement (%)

0

Assessment Rubrics (AR)**Assessment Task**

Group Literary Project

Criterion

Engagement with relevant texts

Excellent

(A+, A, A-) In depth analysis and thorough discussion. Insightful and detailed engagement with a range of texts. Raises very strong critical questions.

Good

(B+, B, B-) Good analysis and discussion. Good engagement with a range of texts. Raises good critical questions.

Fair

(C+, C, C-) Adequate analysis and discussion with a limited range of texts. Attempts to raise critical questions.

Marginal

(D) Limited analysis and discussion. Minimal engagement with texts. Little attempt to raise critical questions.

Failure

(F) Analysis and discussion is inadequate; lacking in terms of engagement with relevant texts.

Assessment Task

Response Paper

Criterion

Originality of ideas, engagement with text

Excellent

(A+, A, A-) The main ideas of the response are sharp, accurate, and compelling. The response draws on textual evidence to support all of its claims.

Good

(B+, B, B-) The response is coherent and contains some elements of creativity and originality. The response draws on textual evidence to support most of its claims.

Fair

(C+, C, C-) Main ideas are mostly clear but the response may be lacking in terms of specific or original ideas. The response includes some textual evidence, but could use more.

Marginal

(D) The main ideas are not always clear and the response appears to be lacking in terms of originality or relevance. The response includes very little textual evidence, or this is cited incorrectly.

Failure

(F) The response appears to be off topic or ideas are generally incoherent. No textual evidence is provided.

Assessment Task

Research Paper

Criterion

Argument-building and engagement with relevant texts.

Excellent

(A+, A, A-) The essay contains well thought-out ideas that are clearly expressed, original, and supported with textual evidence. Shows a deep understanding of the relevant texts including research. Demonstrates sophisticated reading and interpretative skills.

Good

(B+, B, B-) Thesis is clear and appropriate for the writing task, and claims are largely supported by textual evidence. The discussion of the primary and secondary texts is sufficiently detailed.

Fair

(C+, C, C-) Elements of Marginal and Good.

Marginal

(D) Thesis and argument are vague or only loosely related to the writing task, and there is a lack of textual evidence throughout. The writing often strays from the relevant texts.

Failure

(F) Reader cannot determine thesis & purpose OR thesis has no relation to the writing task. Very little, if any, engagement with primary and secondary texts.

Assessment Task

Participation and Discussion

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)

Part III Other Information

Keyword Syllabus

World literatures in English, novel, short story, migration, belonging, globalisation, transnationalism translation, localism.

Reading List

Compulsory Readings

Title	
1	The Tempest William Shakespeare
2	Heart of Darkness, Joseph Conrad
3	Invisible Cities, Italo Calvino
4	Loops of Jade (selections), Sarah Howe
5	Never Let Me Go, Kazuo Ishiguro
6	Other texts, such as short stories and poetry, will be distributed by the instructor.

Additional Readings

Title	
1	Cambridge Companion to World Literature. Eds. Ben Etherington and Jarad Zimble. Cambridge: Cambridge University Press, 2018.
2	Haen, Theo d'. Routledge Concise History of World Literature. London: Routledge 2012.
3	Apter, Emily. The Translation Zone: A New Comparative Literature. Princeton: Princeton University Press 2011.
4	Damrosch, David: What Is World Literature? Princeton: Princeton University Press 2003
5	Damrosch, David, ed. World Literature in Theory. London: Wiley-Blackwell, 2014.
6	Walkowitz L. Rebecca. Born Translated: The Contemporary Novel in an Age of World Literature. New York: Columbia University Press, 2017.