

EN6513: FANTASY AND LITERATURE

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Fantasy and Literature

Subject Code

EN - English

Course Number

6513

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

The course examines fantasy as a literary genre that brings literature into conversation with myth, science, technology, philosophical speculation, and the supernatural. Through a representative selection of texts from different periods

and cultures the course examines common themes, story structures, and conventions of fantasy literature. In addition, attention will be paid to social and historical contexts and to how the texts studied respond to and pose questions about the cultures from which they emerge. This course will explore how fantasy literature: imagines utopian and dystopian societies; speculates about the role of technology in human cultures; investigates humans' relationship to the natural and supernatural world; and poses questions relating to gender, class, and race. Students will have an opportunity to apply their knowledge in discussions written responses, and a creative project.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 app.)		DEC-A2	DEC-A3
1	Students analyze fantasy as a unique literary genre that has developed over time.		x		
2	Students identify the formal elements of fantasy genres (story structure, characterization, literary devices, e.g.) and evaluate these in the work of emblematic fantasy writers.			x	
3	Students examine the social and cultural contexts informing fantasy genres.		x		
4	Students apply and develop critical thinking, written and oral expression, and techniques of textual analysis.		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 engage with interactive, multimedia lectures about key concepts related to fantasy in English Literary Studies	1, 3	
2	2	Students read a variety of works related to fantasy and literature	1, 2, 4	
3	3	Students participate in in-class discussions related to fantasy and literature	1, 3, 4	
4	4	Students produce a mid-term and a final research paper	1, 2, 3, 4	

5	5	Students deliver a presentation on assigned topics	4	
---	---	--	---	--

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Mid-term Essay Students will be asked to write a mid-term research paper	1, 2, 3, 4	30	
2	Class Discussions	2, 4	10	
3	Presentations Students will be asked to give a short presentation on a literary work covered on the module	2, 3, 4	20	
4	Final Essay Students will be asked to write a final research paper discussing more than one literary work	1, 2, 3, 4	40	

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

1. Mid-term Essay (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)
4. Final Essay (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Creative and critical thinking

Excellent

(A+, A, A-) Excellent skills of critical explication and analysis are demonstrated in writing tasks. Demonstrates excellent ability to read and respond to multiple sources and synthesize key information. Demonstrates exemplary ability to think creatively, formulating independent ideas and often taking risks.

Good

(B+, B, B-) Good skills of critical explication and analysis are demonstrated in writing tasks. Demonstrates good ability to read and respond to multiple sources and synthesize most of the key information. Demonstrates ability to think creatively, with some divergent thinking applied.

Fair

(C+, C, C-) Some evidence of critical explication and analysis skills are demonstrated in writing tasks. Demonstrates some comprehension of sources, responds to some of the main ideas, and synthesizes some basic information. Some ability to think creatively is shown.

Marginal

(D) Weak critical explication and analysis skills are demonstrated in the writing tasks. Little evidence that sources were comprehended, with little or no synthesis of ideas. Little imagination used in the completion of the task.

Failure

(F) Fails to show critical explication or analysis skills in the writing tasks. Little or no evidence of having read or comprehended sources. No attempt to think creatively.

Assessment Task

1. Mid-term Essay - continued (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)
4. Final Essay - continued (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Fluency with academic writing conventions

Excellent

(A+, A, A-) Demonstrates excellent ability to apply the conventions of academic writing. Uses quotes properly and in a highly effective way. Excellent coherence and structure. Style and tone of writing is highly appropriate for the genre and intended audience.

Good

(B+, B, B-) Demonstrates good ability to apply the conventions of academic writing. Uses quotes properly and in a mainly effective way. Good coherence and structure. Style and tone of writing is suitable for the genre and intended audience.

Fair

(C+, C, C-) Demonstrates adequate ability to apply the conventions of academic writing. Use of quotes may be inaccurate, awkward or ineffective. Coherence and structure may be inconsistent. Style and tone of writing may be erratic but show some evidence of being suited to the genre and/or intended audience.

Marginal

(D) Demonstrates little ability to apply the conventions of academic writing. There may be a misuse or overuse of quotes. Use of coherence and cohesive devices may be problematic; meaning may not be clear and requiring re-reading. Style and tone of writing is not appropriate for the genre or intended audience.

Failure

(F) Fails to apply the conventions of academic writing or does not complete the task. Misuse of quotes or failure to cite sources properly. Fails to use organizational and cohesive devices to make meaning. Style and tone fail to follow conventions of the genre or appeal to intended audience.

Assessment Task

1. Mid-term Essay - continued (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)
4. Final Essay - continued (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Language use

Excellent

(A+, A, A-) Demonstrates excellent grammatical/lexical range, accuracy and idiomacy. Choice of lexicogrammatical forms is usually appropriate and effective.

Good

(B+, B, B-) Demonstrates good grammatical/lexical range, accuracy and idiomacy. Lexicogrammatical forms are generally appropriate and effective and exceptions generally do not affect comprehensibility.

Fair

(C+, C, C-) Demonstrates adequate grammatical/lexical range, accuracy and idiomacy. Some inappropriate or ineffective lexicogrammatical forms may limit comprehensibility to a minor extent.

Marginal

(D) Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis. Frequent lexicogrammatical inaccuracies seriously affect comprehensibility.

Failure

(F) Fails to use language effectively. Frequent lexicogrammatical inaccuracies result in a largely incomprehensible text.

Assessment Task

Class Discussions (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Participation and collaboration

Excellent

(A+, A, A-) Very active class participation; shows consistent evidence of having completed reading assignments; makes frequent and insightful contributions to class discussions; and participates actively and conscientiously in group work.

Good

(B+, B, B-) Active class participation; shows evidence of having completed reading assignments; makes some contributions to class discussions; and participates actively in group work.

Fair

(C+, C, C-) Moderately active class participation; shows evidence of having completed most of the reading assignments; makes infrequent contributions to class discussions; and participates somewhat passively in group work.

Marginal

(D) Not very active class participation; shows little evidence of having completed reading assignments; makes scant contributions to class discussions; and participates reluctantly in group work.

Failure

(F) Poor class participation; shows no evidence of having completed reading assignments; makes rare or no contributions to class discussions; and participates unwillingly or not at all in group work.

Assessment Task

Presentations (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Knowledge of subject

Excellent

(A+, A, A-) Demonstration of subject knowledge is exemplary, with evidence of in-depth research and enquiry and adept application of concepts related to the proposed project.

Good

(B+, B, B-) Demonstration of subject knowledge is good, with evidence of sufficient research and enquiry and good application of concepts related to the proposed project.

Fair

(C+, C, C-) Demonstration of subject knowledge is adequate, with some evidence of research and enquiry and attempts made to apply concepts related to the proposed project.

Marginal

(D) Demonstration of subject knowledge is weak, with little evidence of research, enquiry, or application of concepts related to the proposed project.

Failure

(F) Very little or no evidence demonstrated of subject knowledge, research or application of concepts related to proposed project or fails to complete task.

Assessment Task

Presentations - continued (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Creative thinking

Excellent

(A+, A, A-) Demonstrates exemplary ability to think creatively often taking risks and thinking independently. Spoken and visual story-telling devices and/or persuasive communication skills are used in highly imaginative and effective ways

Good

(B+, B, B-) Demonstrates good ability to think creatively taking some risks taken and with some divergent thinking applied. Spoken and visual story-telling devices and/or persuasive communication skills are used in mainly effective ways.

Fair

(C+, C, C-) Demonstrates adequate ability to think creatively taking a few risks which may not always be successful. Spoken and visual story-telling devices and/or persuasive communication skills are used in sometimes effective ways.

Marginal

(D) Demonstrates weak ability to think creatively taking little risk. Spoken and visual story-telling devices and/or persuasive communication skills are poorly deployed.

Failure

(F) Demonstrates little ability to think creatively with no risks taken or divergent thinking applied. Spoken and visual story-telling devices and/or persuasive communication skills are used ineffectively or not at all.

Assessment Task

Presentations - continued (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Fluency in written, spoken and visual languages

Excellent

(A+, A, A-) Combines written texts and visual images together in sophisticated and effective ways that support the overall purpose of the project. Excellent coherence and structure. Demonstrates excellent grammatical/lexical range, accuracy idiomaticity, and fluency.

Good

(B+, B, B-) Combines written text and visual images in mainly effectively ways. Good coherence and structure. Demonstrates good grammatical/lexical range and accuracy, idiomaticity, and fluency.

Fair

(C+, C, C-) Uses written text and visual images in sometimes effective ways. Adequate coherence and structure. Demonstrates adequate grammatical/lexical range, accuracy, idiomaticity, and fluency.

Marginal

(D) Use of written text and visual images is incoherent and/or ineffective. Problematic organization and use of cohesive devices where meaning is not clear. Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.

Failure

(F) Fails to incorporate written text and visual images effectively. Fails to use organizational and cohesive devices to make meaning or fails to complete the task.

Assessment Task

1. Mid-term Essay (for students admitted from Semester A 2022/23 to Summer Term 2024)
4. Final Essay (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Creative and critical thinking

Excellent

(A+, A, A-) Excellent skills of critical explication and analysis are demonstrated in writing tasks. Demonstrates excellent ability to read and respond to multiple sources and synthesize key information. Demonstrates exemplary ability to think creatively, formulating independent ideas and often taking risks.

Good

(B+, B) Good skills of critical explication and analysis are demonstrated in writing tasks. Demonstrates good ability to read and respond to multiple sources and synthesize key information. Demonstrates some ability to think creatively and formulate independent ideas.

Marginal

(B-, C+, C) Limited skills of critical explication and analysis are demonstrated in writing tasks. Demonstrates limited ability to read and respond to multiple sources and synthesize key information. Demonstrates limited ability to think creatively or formulate independent ideas.

Failure

(F) No skills of critical explication analysis or synthesis are demonstrated in writing tasks. Fails to demonstrate ability to think creatively or formulate independent ideas.

Assessment Task

1. Mid-term Essay - continued (for students admitted from Semester A 2022/23 to Summer Term 2024)
4. Final Essay - continued (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Fluency with academic writing conventions

Excellent

(A+, A, A-) Demonstrates excellent ability to apply the conventions of academic writing. Uses quotes properly and in a highly effective way. Excellent coherence and structure. Style and tone of writing is highly appropriate for the genre and intended audience.

Good

(B+, B) Demonstrates good ability to apply the conventions of academic writing. Uses quotes mostly properly and effective way. Some coherence and structure are evident. Style and tone of writing is mainly appropriate for the genre and intended audience.

Marginal

(B-, C+, C) Demonstrates limited ability to apply the conventions of academic writing. Does not always use quotes properly and/or effective way. Coherence and structure are limited. Style and tone of writing may be inappropriate for the genre and intended audience.

Failure

(F) Fails to demonstrate ability to apply the conventions of academic writing. Does not use quotes properly or effective way. Coherence and structure are lacking. Style and tone of writing are in inappropriate for the genre and intended audience.

Assessment Task

1. Mid-term Essay - continued (for students admitted from Semester A 2022/23 to Summer Term 2024)
4. Final Essay - continued (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Language use

Excellent

(A+, A, A-) Demonstrates excellent grammatical/lexical range, accuracy and idiomacy.

Good

(B+, B) Demonstrates good grammatical/lexical range, accuracy and idiomacy.

Marginal

(B-, C+, C) Demonstrates limited grammatical/lexical range, accuracy and idiomacy.

Failure

(F) Demonstrates very limited grammatical/lexical range, accuracy and idiomacy.

Assessment Task

Class Discussions (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Participation and Collaboration

Excellent

(A+, A, A-) Very active class participation; shows consistent evidence of having completed reading assignments; makes frequent and insightful contributions to class discussions; and participates actively and conscientiously in group work.

Good

(B+, B) Mostly active class participation; shows some evidence of having completed reading assignments; makes some insightful contributions to class discussions; and participates in group work.

Marginal

(B-, C+, C) Limited participation; little evidence of having completed reading assignments; only contributes to class if called on; and participates passively in group work.

Failure

(F) Fails to engage with peers in class discussions and activities. No evidence of preparation or contribution in group work.

Assessment Task

Presentations (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Knowledge of subject

Excellent

(A+, A, A-) Demonstration of subject knowledge is exemplary, with evidence of in-depth research and enquiry and adept application of concepts related to the proposed project.

Good

(B+, B) Demonstration of subject knowledge is good, with some evidence of research and enquiry and adept application of concepts related to the proposed project.

Marginal

(B-, C+, C) Demonstration of subject knowledge is limited, with limited evidence of research and enquiry or adept application of concepts related to the proposed project.

Failure

(F) Fails to demonstrate subject knowledge; no evidence of research or enquiry is shown; concepts related to the proposed project are not applied.

Assessment Task

Presentations - continued (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Creative thinking

Excellent

(A+, A, A-) Demonstrates exemplary ability to think creatively often taking risks and thinking independently. Spoken and visual story-telling devices and/or persuasive communication skills are used in highly imaginative and effective ways.

Good

(B+, B) Demonstrates some ability to think creatively and independently. Spoken and visual story-telling devices and/or persuasive communication skills are used mainly effectively.

Marginal

(B-, C+, C) Demonstrates limited ability to think creatively or independently. Spoken and visual story-telling devices and/or persuasive communication skills are not always used effectively.

Failure

(F) Fails to demonstrate ability to think creatively or independently. Spoken and visual story-telling devices and/or persuasive communication skills are used ineffectively or not at all.

Assessment Task

Presentations - continued (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Fluency in written, spoken and visual languages

Excellent

(A+, A, A-) Combines written texts and visual images together in sophisticated and effective ways that support the overall purpose of the project. Excellent coherence and structure. Demonstrates excellent grammatical/lexical range, accuracy idiomaticity, and fluency.

Good

(B+, B) Combines written texts and visual images together in ways that mostly support the overall purpose of the project. Good coherence and structure. Demonstrates good grammatical/lexical range, accuracy idiomaticity, and fluency.

Marginal

(B-, C+, C) Combines written texts and visual images together in sophisticated and effective ways that support the overall purpose of the project. Excellent coherence and structure. Demonstrates excellent grammatical/lexical range, accuracy idiomaticity, and fluency.

Failure

(F) Combines written texts and visual images together in sophisticated and effective ways that support the overall purpose of the project. Excellent coherence and structure. Demonstrates excellent grammatical/lexical range, accuracy idiomaticity, and fluency.

Part III Other Information

Keyword Syllabus

Fantasy; speculative fiction; storyworlds; technology in literature; supernatural in literature; youth fiction.

Reading List

Compulsory Readings

Title	
1	George MacDonald, <i>Phantastes</i> (1858)
2	William Morris, <i>The Well at the World's End</i> (1896)
3	E. R. Eddison, <i>The Worm Ouroboros</i> (1922)
4	J. R. R. Tolkien, <i>The Hobbit</i> (1937)
5	C. S. Lewis, <i>The Lion, the Witch and the Wardrobe</i> (1950)
6	J. R. R. Tolkien, <i>The Lord of the Rings</i> (1954-5)
7	Ursula Le Guin, <i>A Wizard of Earthsea</i> (1968)
8	J. K. Rowling, <i>Harry Potter and the Philosopher's Stone</i> (1997)
9	Jasper Fforde, <i>The Last Dragonslayer</i> (2010)

Additional Readings

Title	
1	Hume, Kathryn <i>Fantasy and Mimesis: Responses to Reality in Western Literature</i> (New York: Methuen, 1984).
2	Mendlesohn, Farah, <i>Rhetorics of Fantasy</i> (Middletown, CT: Wesleyan University Press, 2008).
3	Wolf, Mark J. P., <i>Building Imaginary Worlds: The Theory and History of Subcreation</i> (New York: Routledge, 2012).
4	James, Edward, and Farah Mendlesohn, eds, <i>The Cambridge Companion to Fantasy Literature</i> (Cambridge: Cambridge University Press, 2012).