

EN6523: STUDIES IN SHORT FICTION

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

Studies in Short Fiction

Subject Code

EN - English

Course Number

6523

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 explores the imaginative possibilities of short fictional narratives by examining a range of texts from various historical periods and cultural contexts. Students can expect to read widely from different genres and forms (e.g. fairy tales,

fables, gothic tales, modernist short stories, postcolonial short fiction, novellas, contemporary fiction, etc.). Through a range of activities, students will explore, examine, and debate the limitations, affordances, and rewards of 'shorter' forms of literary expression. At the same time, students will develop an appreciation for how literary genres and forms evolve historically and are affected by relevant changes in social and cultural environments.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Students identify key writers, texts, concepts related to literary and cultural studies		x	x	
2	Students understand the aesthetic and creative aspects of literature by exploring themes and genres of diverse texts		x	x	
3	Students apply critical reading, thinking, and writing skills in interpreting literary and cultural texts		x	x	x
4	Students 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	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	Critical analysis of key concepts and ideas	Students will engage with key concepts and ideas introduced in class.	1, 2, 3, 4	
3	Application of knowledge through debate and presentation	Students will present and debate ideas related to course content.	1, 2, 3, 4	
4	Asynchronous responses to literature	Students will carry out out-of-class activities that will improve their ability to work critically with a range of texts	2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Writing assignment: students will write an essay or essays demonstrating their ability to respond critically to short fiction	1, 2, 3, 4	30	Individual/group	No
2	Quiz assignment: Students will take a quiz or quizzes to demonstrate their knowledge of key concepts and texts covered in the course	1, 2, 3, 4	30	Individual	No
3	Discussion assignment: students will participate in a group discussion or discussions in relation to one of more of the course's set texts	1, 2, 3, 4	30	Group	No
4	Class participation: Students are expected to contribute to in-class discussions and to demonstrate their learning in reading relevant materials.	1, 2, 3, 4	10	Individual	Yes

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Written Assignment

Criterion

Critique and commentary

Excellent

(A+, A, A-)

-The written assignments offer an extremely effective critique of and commentary on the relevant text(s)

Good

(B+, B, B-)

-The written assignments offer an effective critique of and commentary on the relevant text(s)

Fair

(C+, C, C-)

-The written assignments offer an adequate critique of and commentary on the relevant text(s)

Marginal

(D)

-The written assignments offer an inadequate critique of and commentary on the relevant text(s)

Failure

(F)

-The written assignments offer little or no critique of or commentary on the relevant text

Assessment Task

Written Assignment

Criterion

Evidence and argumentation

Excellent

(A+, A, A-)

-The claims made are excellently supported by evidence and argumentation

Good

(B+, B, B-)

-The claims made are well supported by evidence and argumentation

Fair

(C+, C, C-)

-The claims made are supported by some evidence and argumentation

Marginal

(D)

-The claims made are poorly supported by some evidence and argumentation

Failure

(F)

-The claims made are unsupported by evidence and argumentation

Assessment Task

Written assignment

Criterion

Presentation, Accuracy and organization

Excellent

(A+, A, A-)

-The written assignments are extremely well presented in terms of font, layout, spacing, headings, and citation. The written assignments are highly accurate in terms of lexis and grammar, are cohesive, and have a logical structure.

Good

(B+, B, B-)

-The written assignments are well presented in terms of font, layout, spacing, headings, and citation. The written assignments are accurate in terms of lexis and grammar, are generally cohesive, and have a clear structure.

Fair

(C+, C, C-)

-The written assignments are adequately presented in terms of font, layout, spacing, headings, and citation. The written assignments are fairly accurate in terms of lexis and grammar, are somewhat cohesive, and have some structure

Marginal

(D)

-The written assignments are poorly presented in terms of font, layout, spacing, headings, and citation. The written assignments are inaccurate in terms of lexis and grammar, have problems in terms of cohesion, and have little structure.

Failure

(F)

-The written assignments are very poorly presented in terms of font, layout, spacing, headings, and citation. The written assignments are highly inaccurate in terms of lexis and grammar, are not cohesive, and have no clear structure.

Assessment Task

Quiz assignment

Criterion

Knowledge of texts from individual readings, and awareness of key contexts and interpretative positions from lectures

Excellent

(A+, A, A-)

-Demonstration of subject knowledge of in an exemplary way with evidence of in-depth reading and enquiry beyond the formal requirements of the course. Application of knowledge to task is excellent.

Good

(B+, B, B-)

-Demonstration of good subject knowledge showing evidence of completing all readings as part of the formal requirements of the course. Application of knowledge to task is good.

Fair

(C+, C, C-)

-Demonstration of adequate subject knowledge but little beyond the minimum expectation of the subject. Application is adequate only and could benefit from more reading and in-depth enquiry.

Marginal

(D)

-Little evidence of subject knowledge and poorly applied to the task.

Failure

(F)

-No evidence of subject knowledge, or fails to submit task.

Assessment Task

Discussion assignment

Criterion

Knowledge of subject

Excellent

(A+, A, A-)

=Demonstration of subject knowledge in an exemplary way with evidence of in-depth reading/research and enquiry beyond the formal requirements of the course.
Application of knowledge to the spoken task is excellent.

Good

(B+, B, B-)

-Demonstration of good subject knowledge showing evidence of completing all readings/research as part of the formal requirements of the course.
Application of knowledge to the spoken task is good.

Fair

(C+, C, C-)

-Demonstration of adequate subject knowledge but little reading/research evident beyond the minimum expectation of the Application is adequate only and could benefit from more reading/research.

Marginal

(D)

-Little evidence of subject knowledge and poorly applied to the spoken task.

Failure

(F)

-No evidence of subject knowledge, or fails to undertake the task.

Assessment Task

Discussion Assignment

Criterion

Critical thinking and analysis

Excellent

(A+, A, A-)

-Excellent critical analysis/interpretation/reflection/evaluation demonstrated for the required task.

Good

(B+, B, B-)

-Good critical analysis/ interpretation/ reflection/ evaluation demonstrated for the required task.

Fair

(C+, C, C-)

-Adequate critical analysis/ interpretation/ reflection/ evaluation demonstrated for the required task.

Marginal

(D)

-Weak critical analysis /interpretation/ reflection/evaluation demonstrated for the required task.

Failure

(F)

-Fails to show any critical thinking/analysis in the completion of the task or fails to undertake the task.

Assessment Task

Discussion Assignment

Criterion

Task fulfilment

Excellent

(A+, A, A-)

-Responds to the spoken task requirement in an exemplary way.

Good

(B+, B, B-)

-Responds to the spoken task requirements in a good way.

Fair

(C+, C, C-)

-Responds to the spoken task requirements in an adequate way.

Marginal

(D)

-Only addresses the requirements of the spoken task in a superficial way.

Failure

(F)

-Fails to respond to the spoken task or does not complete the task.

Assessment Task

Participation

Criterion

Participation in class and in online activities

Excellent

(A+, A, A-)

-Always actively listens and responds to others as well as to the teacher. Always actively participates in the group, helping to define goals, plans roles and timelines. Always prepared for group tasks in class and makes excellent contributions.

Good

(B+, B, B-)

-Frequently listens and responds to others as well as to the teacher. Mostly participates in the group, frequently helping to define goals, plan roles and timelines. Mostly prepared for group tasks in class and contributes well

Fair

(C+, C, C-)

-Sometimes listens and responds to others as well as to the teacher. Sometimes participates in the group and occasionally is observed to contribute to the team, but mostly takes a passive role. Mostly lacks preparation for group tasks and relies on others.

Marginal

(D)

-Little evidence of listening and responding to others. Makes little or no contribution to the class. Generally passive in the group and lets others do the work. Does minimum work in contributing to the team effort and appears to rely on others

Failure

(F)

-No evidence of individual or team work due to non attendance.

Part III Other Information

Keyword Syllabus

Survey of short fiction, genre studies, media and literature

Reading List**Additional Readings**

Title	
1	Williford, Lex and Michael Martone. The Scribner Anthology of Contemporary Short Fiction: 50 North American Stories Since 1970. Touchstone Books, 2007.
2	Levine, Sara. The Broadview Anthology of Short Fiction. Broadview Press, 2013.
3	Thomas, James and Robert Shapard (eds.). Flash Fiction International: Very Short Stories from Around the World. Norton, 2015.
4	Bausch, Richard (ed). The Norton Anthology of Short Fiction. Norton, 2015.