

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2018/19**

Part I Course Overview

Modern and Contemporary Fiction

Course Title:

EN2321

Course Code:

1 Semester

Course Duration:

3

Credit Units:

B2

Level:

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:

(for GE courses only)

English

Medium of Instruction:

English

Medium of Assessment:

Nil

Prerequisites:

(Course Code and Title)

Nil

Precursors:

(Course Code and Title)

Nil

Equivalent Courses:

(Course Code and Title)

Nil

Exclusive Courses:

(Course Code and Title)

Part II Course Details

1. Abstract

This course considers the nature of twentieth and twenty-first century fiction, with an emphasis on its structures, styles, points of view, and themes. Students will be introduced to representative texts, and will be equipped to reflect upon issues such as historical context and canonicity and tradition and innovation in literary form. The course will also consider the way these texts deal with questions including identity, , race, class, and culture.

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 applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify key characteristics of modern and contemporary fiction in English as well as important writers and texts.		X	X	
2.	Analyze the aesthetic and creative aspects of fiction by actively engaging themes and styles of writing in representative literary works.		X	X	
3.	Discuss fiction as a dynamic socio-historical artifact embodying particular world-views in specific historical and cultural contexts.		X	X	X
4.	Generate critical and creative reflections on fiction in English.		X	X	X
		100%			

* If weighting is assigned to CILOs, they should add up to 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	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures	Lectures given in addition to selected reading articles will provide background on literary	X	X	X				

	theories in order to encourage critical reflection on representative texts.							
Class Discussion	Group and class discussions will stimulate discussion and an exchange of personal responses, ideas and perspectives on the texts, in order to deconstruct texts as accurately and richly as possible.	X	X	X	X			
...								

4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4			
Continuous Assessment: 100%							
Class participation is crucial in this course, in order to encourage debate and discussion amongst students. Both in-class and online activities may be considered.		X	X	X		10%	
Targeted short-form written assignments (in-class and take home) is response to writing prompts will give students a chance to practice applying acquired critical skills to course texts in a controlled fashion.	X	X	X	X		20%	
Long-form term paper will allow students to apply the skills and knowledge acquired on the course by developing and supporting an innovative claim about one of the course texts.	X	X	X	X		40%	
Quizzes will test the students' basic knowledge of the set texts, including basic information, prominent textual	X	X	X			30%	

details, and major interpretative contexts covered in lectures.								
Examination: ____% (duration: _____, if applicable)								
* <i>The weightings should add up to 100%.</i>							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Written Assignments – Short and Long-Form writing assignments will be assessed according to the same rubric	Presentation	The written assignments are extremely well presented in terms of font, layout, spacing, headings, and citation	The written assignments are well presented in terms of font, layout, spacing, headings, and citation	The written assignments are adequately presented in terms of font, layout, spacing, headings, and citation	The written assignments are poorly presented in terms of font, layout, spacing, headings, and citation	The written assignments are very poorly presented in terms of font, layout, spacing, headings, and citation
	Critique and commentary	The written assignments offer an extremely effective critique of and commentary on the relevant text	The written assignments offer an effective critique of and commentary on the relevant text	The written assignments offer an adequate critique of and commentary on the relevant text	The written assignments offer an inadequate critique of and commentary on the relevant text	The written assignments offer little or no critique of or commentary on the relevant text
	Evidence and argumentation	The claims made about the text are excellently supported by evidence and argumentation	The claims made about the text are well supported by evidence and argumentation	The claims made about the text are supported by some evidence and argumentation	The claims made about the text are poorly supported by limited evidence and weak argumentation	The claims made about the text are unsupported by evidence or argumentation
	Accuracy and organization	The written assignments highly accurate in terms of lexis and grammar, are cohesive, and have a logical structure	The written assignments are accurate in terms of lexis and grammar, are generally cohesive, and have a clear	The written assignments are fairly accurate in terms of lexis and grammar, are somewhat cohesive, and have some	The written assignments are inaccurate in terms of lexis and grammar, have problems in terms of cohesion, and have little structure	The written assignments are highly inaccurate in terms of lexis and grammar, are not cohesive, and have no clear structure

			structure	structure		
Quizzes	Knowledge of texts from individual readings, and awareness of key contexts and interpretative positions from lectures	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>Little evidence of subject knowledge and poorly applied to the task.</i>	<i>No evidence of subject knowledge, or fails to submit task.</i>
Participation	Participation in class and in online activities	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>No evidence of individual or team work due to non attendance.</i>

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.)

Literature as an expression of modernity and the contemporary. Major modern and contemporary authors and works of fiction. Literature and popular culture. Literature as a contemporary social phenomenon.

2. Reading List

2.1 Compulsory Readings

(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.	<i>Heart of Darkness</i> – Joseph Conrad
2.	<i>To the Lighthouse</i> – Virginia Woolf
3.	<i>The Crying of Lot 49</i> – Thomas Pynchon
4.	<i>NW</i> – Zadie Smith

2.2 Additional Readings

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

1.	<i>Studying Literature: A Practical Introduction</i> , Ed. Graham Atkin, Chris Walsh, and Susan Watkins
2.	<i>The Modern Novel: A Short Introduction</i> – Jesse Matz