

**City University of Hong Kong
Course Syllabus**

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

Part I Course Overview

Course Title: Literary and Cultural Studies

Course Code: EN2717

Course Duration: One Semester

Credit Units: 3 credits

Level: B2

Proposed Area: Arts and Humanities
(for GE courses only) Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: None
(Course Code and Title)

Precursors: None
(Course Code and Title)

Equivalent Courses: None
(Course Code and Title)

Exclusive Courses: None
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to introduce students to key concepts and major critical approaches to literary and cultural studies. It will develop students' skills of close reading and textual analysis, and enhance their ability to analyse and interpret diverse literary and cultural texts, such as fiction, poetry, drama and creative nonfiction, through discussions of form, genre, style, and innovations on traditional creative paradigms and themes. Topics for exploration include the idea of culture and the everyday, gender and narrative, identity, memory and society. Students will generate creative and critical responses to the texts throughout the course.

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 texts and explore their cultural and literary significance | | v | v | |
| 2. | Analyse the aesthetic and creative aspects of literature and culture by exploring genres, forms and styles of diverse texts | | v | v | |
| 3. | Apply critical reading, thinking, and writing skills in interpreting literary texts | | v | v | v |
| 4. | Discuss the characteristics of literary and cultural texts and understand their interdisciplinary character | | v | v | v |
| 5. | Generate creative and critical responses to various works of cultural production | | v | v | v |
| | | 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 | 5 | |
| Interactive lecturing and discussion | Each week students will be introduced to a range of texts and will be encouraged to discuss and analyse them in pairs and in groups | | v | v | v | | |
| Composition and critical analysis of | Students will write a critical essay to engage with key concepts and ideas introduced in class. They | | | v | v | v | |

| | | | | | | | | | |
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| key concepts and ideas | will need to carry out research for the critical essay. | | | | | | | | |
| Application of knowledge through presentation and sharing | Students will share their written work and ideas in relation to literary texts of the period. Presentations and sharing activities will be done in small groups and will provoke discussion and questions | | | v | v | v | | | |
| Creative response to literary texts | Students work collaboratively to create a comprehensive website and incorporate multimodal elements into their work. | | | v | v | v | | | |

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 | 5 | | |
| Continuous Assessment: <u>100</u> % | | | | | | | |
| Critical Essay: Students reflect and analyse issues using analytical, argumentative, or comparative prisms. They will need to carry out research to support and develop their argument and ideas. | v | v | v | v | v | 35% | Individual Work |
| Reading Response Tasks Students will compose short in-class reading responses to demonstrate their understanding of course materials and interpretive skills throughout the course. | v | v | v | v | v | 30% | Individual Work |
| Group Creative Project: – Students will form into small groups to give a creative response to selected literature and cultural texts in a format of their choice. They will need to upload the creative response to a course-dedicated website and respond to other students' work. | | | v | v | v | 25 % | Group Work |
| Participation Students are expected to contribute to in-class discussions and complete short writing exercises and to demonstrate understanding of relevant materials. | v | v | v | v | | 10% | Individual Work |
| | | | | | | 100% | |

* The weightings should add up to 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) |
|-----------------|---------------|---|---|---|--|---|
| Critical Essay | Argumentation | Thesis is clear and appropriate for the writing task. There is a sense of originality in the way the writer has answered the question. Ideas are well supported and conclusions reveal a progression of ideas | The responses contain sharp ideas that are clearly expressed, original, and thoughtfully supported. | Elements of B and D | The topic is clear but there is little originality in the way that the writer has answered the question. Ideas are not always supported. There is little sense of progression as the paper develops. | The essay appears to be off topic or only loosely related to the task. The writer may have misunderstood the question. |
| | Language | Exceptionally well composed. Words are used with precision and accuracy. A wide variety of sentence structures are used. | Strong control of language and a wide lexical range. Grammatical structures are varied and well constructed. Small errors may persist but the meaning is sharp and clear. | Effective and functional control. Basic ideas are communicated effectively. Errors cause minimal distraction. | There is a high density of errors, causing strain for the reader. The meaning is sometimes lost or unclear | Almost every sentence has some kind of error, which causes serious problems for the reader. The meaning is often lost or distorted. |
| | Engagement | Sophisticated critical reading and interpretative skills apparent. | The discussion of the primary texts is appropriate and sufficiently detailed. There is a sense of the writer critically engaging with the texts. | Elements of B and D | Some discussion of the primary texts, but mostly in general and broad terms. The selection of primary texts may not be appropriate for the task. Citation methods are not clear or inconsistently applied. | Very little if any engagement with the primary texts |
| | 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 |

| | | | | | | |
|------------------------|------------------------|--|---|--|--|--|
| Reading Response Tasks | Engagement and Support | Demonstrates a very detailed understanding of the course readings. Specific and accurate support | Demonstrates a good understanding of relevant texts with some specific support | Demonstrates fairly good understanding of relevant texts, but lacking in detail. There may be some inaccuracies. | Demonstrates a superficial understanding of relevant texts. Support is not always detailed or accurate. | Demonstrates a minimal understanding of relevant texts and/or lacking in content. |
| | Ideas | The main ideas of the response are sharp, creative, and compelling. | The response is coherent and contains some elements of creativity and originality. | Main ideas are mostly clear but the response may be lacking in terms of specific or original ideas. | The main ideas are not always clear and the response appears to be lacking in terms of originality or relevance. | The response appears to be off topic or ideas are generally incoherent. |
| Group Creative Project | Ideas | The main ideas are creative, original and compelling | The main ideas are thoughtful and contains elements of originality | There are some interesting ideas, though the project appears to be lacking in terms of original or creative ideas. | The project appears to be lacking in terms of originality or relevance. | The project ideas are generally incoherent, or irrelevant to the chosen topic |
| | Content | The key ideas of the creative project are very well expressed. Demonstrates an excellent understanding of the literary text. Establishes an intertextual relationship with the source text while demonstrating a strong sense of originality | The key ideas of the creative project are well-articulated. Demonstrates a very good understanding of the literary text. Establishes an intertextual relationship with the source text while demonstrating some elements of originality | The key ideas of the creative project are to a large extent conveyed. Demonstrates a fair understanding of the literary text. The intertextual relationship with the source text can be strengthened. The project may be lacking in terms of original or creative ideas. | The main ideas are unclear. Demonstrates limited understanding of the literary text. The intertextual relationship between the source and the creative response needs to be strengthened. The project is lacking in terms of originality or relevance. | Failed to demonstrate an understanding of the literary text. There is no attempt to establish an intertextual relationship with the original text. The project is lacking in terms of relevance. |
| | Presentation | The creative project is extremely well-presented. The chosen approach and medium succeeds in bringing out the major features and ideas of the project. | The creative project is well-presented. The chosen approach and medium to a large extent brings out the major features and ideas of the project. | The creative project is to a large extent clearly presented. The chosen approach and medium may not bring out all the key features and ideas of | The creative project is not effectively presented. The chosen approach and medium is not effective in bringing out the key ideas of the project. | The presentation appears to be incoherent and is in lack of consideration. |

| | | | | | | |
|---------------|--------------------------------------|---|--|--|---|---|
| | | | | the project. | | |
| Participation | Participation in in-class activities | Makes significant contribution to in-class discussion and completes tasks satisfactorily. | Makes occasional contribution to in-class discussion and completes the tasks satisfactorily. | Seldom makes contribution to in-class group discussion and in class tasks. | Little evidence of participation in class; completes very few in-class tasks. | Fails to complete in-class tasks or participate in class discussions. |

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, culture, genre, form, style, theme, gender, identity, drama, fiction, poetry

2. Reading List

2.1 Compulsory Readings (Selections)

(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.)

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|----|---|
| 1. | Oscar Wilde, <i>The Picture of Dorian Gray</i> |
| 2. | <i>Norton Anthology of English Literature: Major Authors</i> (selections) |
| 3. | Enchi Fumiko, <i>Masks</i> |
| 4. | Other materials, including poems, short stories and literary and cultural criticisms, will be distributed by the instructor |

2.2 Additional Readings

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

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| 1. | Abbott, Porter. <i>The Cambridge Introduction to Narrative</i> . Cambridge: Cambridge University Press, 2008. |
| 2. | Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> . Manchester: Manchester UP, 1995. Print. |
| 3. | Bertens, Hans. <i>Literary Theory: The Basics</i> . London: Routledge, 2013. |
| 4. | Eagleton, Terry. <i>How to Read Literature</i> . New Haven and London: Yale University Press, 2013. Print. |
| 5. | Frow, John. <i>Genre</i> . London and New York: Routledge, 2015. Print. |
| 6. | Lentricchia, Frank and Thomas McLaughlin. <i>Critical Terms for Literary Study</i> . Chicago and London: The University of Chicago Press, 1995. Print. |
| 7. | Lodge, David. <i>The Art of Fiction</i> . London: Vintage Books, 2011. Print. |
| 8. | Mays, Kelly (ed.) <i>The Norton Introduction to Literature</i> . New York: Norton, 2012. Print. |
| 9. | Parker, Robert D. <i>How to Interpret Literature: Critical Theory for Literary and Cultural Studies</i> . Oxford University Press, 2011. Print. |
| 10. | Pope, Rob. <i>The English Studies Book: An Introduction to Language, Literature and Culture</i> . London and New York: Routledge, 2002. Print. |
| 11. | Short, Mick. <i>Exploring the Language of Poems, Plays and Prose</i> . London: Pearson, 1996. |
| 12. | Sutherland, John. <i>A Little History of Literature</i> . New Haven: Yale University Press, 2013. |