

**City University of Hong Kong  
Course Syllabus**

**offered by Department of English  
with effect from Semester B 2017/2018**

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**Part I Course Overview**

**Course Title:** Literature and Adaptation

**Course Code:** EN2718

**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 develop students' ability to understand and interpret a range of literary and cultural texts. Using an interdisciplinary focus, students will apply concepts in literary and cultural studies to modern and contemporary forms of cultural production including fiction, poetry, film, fashion, music, comics, and art. The primary aim of the course is to foster creative skills and critical thinking by exploring how cultural texts are performed, altered, and adapted within different media forms, for various audiences, and within particular historical contexts. Apart from composing critical responses, students will generate creative texts both individually and in groups.

### 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 writers, texts, concepts in the field of literary and cultural theory and connect them to literature and culture		v	v	
2.	Analyze the aesthetic and creative aspects of literature and culture by exploring themes and styles of diverse texts		v	v	
3.	Apply critical reading, thinking, and writing skills in interpreting literary and cultural texts		v	v	v
4.	Discuss the characteristics of literary and cultural texts and understand the interdisciplinary possibilities of creative texts		v	v	v
5.	Generate creative responses to literary and cultural theory		v	v	v
		* If weighting is assigned to CILOs, they should add up to 100%.	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 texts and will be encouraged to discuss and analyse them in pairs and in groups		v	v	v	v	
Composition and critical analysis of	Students will engage with key concepts and ideas introduced in			v	v	v	

key concepts and ideas	class by formulating written academic responses that require research on relevant topics.							
Application of knowledge through creative responses	Students work collaboratively to create a comprehensive multimodal project could include verbal, visual, and auditory elements.			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		35%	Individual Work
Reading Responses: Students will demonstrate an understanding of course readings by responding to a question or set of questions that are provided by the instructor in class. These responses will be conducted on a regular basis.	v	v	v	v		30%	Individual Work
Multimodal Creative Project: Students create a multimodal project that is engaged with relevant literary and cultural texts. This could be a website, a short film, a performance, or a graphic narrative. They will give a short presentation based on their project.			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	v	10%	Individual Work
Examination: <u>      </u> % (duration: <u>      </u> , if applicable)							
* The weightings should add up to 100%.						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)
1. 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

2. Reading Responses	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.
	Originality of 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.

3. Multimodal Project	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.
	Content	Content is highly original, detailed, and compelling	Content is thoughtful and original. There may be some lack of details.	Elements of B and C	Content is lacking in originality and detail.	The content is insufficient and/or substantially lacking in detail
	Design	Visually appealing and effectively organized	Visually appealing and effectively organized with some inconsistencies	Elements of B and C	Lacking in clear organization. Design is inappropriate and ineffective	The design is confusing, unclear, or non-existent

4. 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 adequate contribution to in-class group discussion and in class tasks.	Little evidence of participation in class; completes very few in-class tasks.	Fails to sufficiently participate in in-class activities (including discussion and other tasks)
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**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, popular culture, literature and society, literary adaptation

**2. Reading List**

**2.1 Compulsory Readings** (tentative list)

(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.	Selections of Fiske, John. <i>Understanding Popular Culture</i> (1989)
2.	Selections of Scott McCloud. <i>Understanding Comics</i> (1994)
3.	Selections of Storey, John, ed. <i>Cultural Theory and Popular Culture: A Reader</i> . Longman, 2009.
4	Selections of Hutcheon, L, <i>A theory of adaptation</i> , (2012).
5.	Other materials including songs, poems, films, comics, and short stories will be distributed by the instructor

**2.2 Additional Readings**

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

1.	Groden, Michael, Martin Kreiswirth, and Imre Szeman. <i>Contemporary Literary and Cultural Theory: The Johns Hopkins Guide</i> . Baltimore, MD: Johns Hopkins UP, 2012.
2.	J.A. Cuddon. <i>The Penguin Dictionary of Literary Terms and Literary Theory</i> . 2015.
3.	Miller, T. (ed.). <i>A Companion to Cultural Studies</i> . Blackwell, 2001.
4.	O'Brien, S, Szeman, I. <i>Popular Culture: A User's Guide</i> . Nelson Education: 2014.
5.	Danesi, Marcel <i>Popular Culture: Introductory Perspectives</i> (2012)
6.	Stam, R 'Beyond fidelity: the dialogics of adaptation', <i>Film adaptation</i> ' (2000)