

City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A, 2017/18

Part I Course Overview

Course Title:	Asian Literature in English
Course Code:	GE2404
Course Duration:	One semester
Credit Units:	3
Level:	B2
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology <input checked="" type="checkbox"/> GE English
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Grade D in HKAL Use of English or Grade 4 in HKDSE or; successful completion of English Academic Proficiency Courses (EL0220, EL0222, EL0223 and EL0225 – 6 credits) or; English for Academic Purposes (EL0200 – 6 credits) or; English for Academic Purposes 2 (EL0200B – 3 credits) or; Grade B or above in English for Academic Purposes 1 (EL0200A – 3 credits)
Precursors: <i>(Course Code and Title)</i>	None
Equivalent Courses: <i>(Course Code and Title)</i>	None
Exclusive Courses: <i>(Course Code and Title)</i>	EN2131 Asian Literature in English

Part II Course Details

1. Abstract

This course will expand student’s awareness of contemporary literature written in English by Asian and Asian diasporic writers. Focusing on fiction, poetry, and films, the students will engage transnational and transcultural themes and topics, as well as issues related to creative and innovative forms of literary English. By readings and discussions of creative and critical texts, students will consider aspects of various Asian experiences and questions surrounding multiculturalism, colonialism and postcolonialism, immigration, varieties of English. Students will critically and creatively engage these texts in relation to their own disciplines and interests, with particular emphasis on connections with Hong Kong.

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.	Reflect on different fictional and non-fictional genres and explore how they may represent issues of contemporary interest in transcultural contexts		√		
2.	Analyze the aesthetic and creative aspects of global Asian literature in English by exploring themes and styles of writing in representative literary works		√		
3.	Apply critical thinking and reading skills in interpreting literary texts and generate creative and critical responses to these texts			√	
4.	Demonstrate the skills of writing essays and giving critical presentations on texts		√	√	√

* If weighting is assigned to CILOs, they should add up to 100%.

100%

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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			
1	Reading discussions will stimulate discussion, debate, discovery and exchange of ideas that promote active learning	√	√	√				
2	Essay writing will stimulate critical reflections, and understanding of texts through the application of literary theories learnt. Students will also relate issues discussed in class to their own experiences.	√	√	√	√			

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: ____%								
Essays (2) Students will write two essays on texts or topics discussed in class. The first essay will be a close reading assignment of a literary text (30 %) and the second essay will be a comparison/contrast essay of two literary texts from the course (30 %).	√	√	√	√			60%	
Group Presentation and In-class Discussion (1) Students will be asked to work in groups to develop a presentation on a short story from an assigned collection. The first part of the presentation should analyze the key literary elements of the story and the second part of the presentation should consist of a creative interpretation of the story. The use of multimedia and dramatic performance is encouraged. Students will also be assessed on the basis of their contributions to in-class discussions and writing activities such as a reading response journal.	√	√	√	√			40%	
Examination: 0%								
							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)
Essays	Essay writing (content, structure, organization, and grammar)	An exceptional essay that analyzes the most relevant aspects of the literary passage in question using appropriate terminology, presenting a clear and original argument supported with ample and detailed evidence. Provides an excellent thesis statement and introduction that identifies the significance of the passage in relation to a broader theme/message in the text as a whole. Goes beyond description to explore the full implications of the material. Excellent organization and paragraph development. No grammatical errors. Writing style is fluid, energetic and rhetorically effective. Proficient user of English.	An excellent essay that critically and accurately analyzes the most relevant aspects of the literary passage in question using appropriate terminology, presenting a clear argument supported with ample and detailed evidence. Provides a strong thesis statement and introduction that identifies the significance of the passage in relation to a broader theme/message in the text as a whole. Goes beyond description to explore the full implications of the material. Excellent organization and paragraph development. Hardly any errors. Writing style is appropriate and rhetorically effective. Proficient or Independent user of English.	A very good essay that accurately analyzes the most relevant aspects of the literary passage in question using appropriate terminology, supported with sufficient and relevant evidence. Provides a good thesis statement and introduction that identifies the significance of the passage in relation to a broader theme/message in the text as a whole. Engages in some description without exploring the full implications of the material. Effective organization and good paragraph development. A few minor errors. Writing style is appropriate. Independent or basic user of English.	Only partially fulfills the requirements of the assignment. Basic user of English.	Does not fulfill the requirements of the assignment. Basic user of English.
Presentation and in-class discussion	Group Presentation	Presentation provides a clear and original close analysis of the literary text, demonstrating strong oral presentation skills and team work.	Presentation provides a clear close analysis of the literary text, demonstrating good oral presentation skills and team work. There may	Presentation provides a close analysis of the literary text, demonstrating some oral presentation skills. There may be too much	Only partially fulfills the requirements of the assignment. Basic user of English.	Does not fulfill the requirements of the assignment. Basic user of English.

		<p>Presentation offers an engaging creative interpretation of the text that involves the entire group and that stays within the time limit. Effective use of multimedia.</p>	<p>be too much description rather than analysis. Presentation offers a creative interpretation of the text that involves the entire group. Presentation may exceed the time limit and may employ multimedia in an ineffective way.</p>	<p>description rather than analysis. One or two group members may dominate the presentation. Presentation offers a creative interpretation of the text. Presentation exceeds the time limit employs multimedia in an ineffective way.</p>		
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General Criteria for Assessment of Language Proficiency

Proficient User	Can understand with ease virtually everything heard or read. Can summarise and analyze information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. Can create new and creative insights and texts by reflecting and thinking critically from reading and comprehending texts.
	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Can create new insights and texts by reflecting and thinking critically from reading and comprehending texts.
	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. Can create insights and texts by reflecting and thinking critically from reading and comprehending texts.
	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

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.)

Asian diaspora literature
Contemporary Asian literature written in English
Contemporary drama
Poetic/figurative language
Modern poetry
East-west cultural dialogue in contemporary Asian literature
Multi-culturalism
Transcultural literature

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>Certainty</i> by Madeleine Thien
2.	<i>Waiting</i> by Ha Jin
3.	<i>The Book of Salt</i> by Monique Truong
4.	<i>Native Speaker</i> . Chang-Rae Lee

2.2 Additional Readings

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

1.	<i>The Space Between Us</i> . Thrity Umrigar
2.	<i>The Woman Warrior</i> by Maxine Hong Kingston
3.	<i>What the Body Remembers</i> . Shauna Singh Baldwin
4.	<i>The Redundancy of Courage</i> by Timothy Mo
5.	<i>The Lost Names</i> . Richard Kim
6.	<i>Yellow</i> . Don Lee
7.	<i>Anita and Me</i> . Meera Syal
8.	<i>East, West</i> . Salman Rushdie

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	Students will discuss in class the issues germane to the topic and bring up questions for further discussion. CILO 1- 4
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	Students will read theoretical papers to help them engage the topic at hand. CILO 1-3
PILO 3: Demonstrate critical thinking skills	Students will participate actively in discussions and have to write critical essays. CILO 1-4
PILO 4: Interpret information and numerical data	
PILO 5: Produce structured, well-organised and fluent text	Students are required to write critical essays. CILO 1-4
PILO 6: Demonstrate effective oral communication skills	Students are required to do a class presentation. CILO 1-3
PILO 7: Demonstrate an ability to work effectively in a team	Students are required to do a group class presentation. CILO 1-3
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	Students will reflect on Hong Kong's culture and literature through some readings by Hong Kong writers, in the context of Asian writing. CILO 1-4
PILO 9: Value ethical and socially responsible actions	
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	Students will generate creative and critical responses to the texts taken in class. CILO 1-4

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Comparison-contrast essay