

EN2321: MODERN AND CONTEMPORARY FICTION

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Modern and Contemporary Fiction

Subject Code

EN - English

Course Number

2321

Academic Unit

English (EN)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's 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 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.

Course Intended Learning Outcomes (CILOs)

| CILOs | Weighting (if app.) | DEC-A1 | DEC-A2 | DEC-A3 |
|-------|--|--------|--------|--------|
| 1 | Identify key characteristics of modern and contemporary fiction in English as well as important writers and texts. | x | x | |
| 2 | Analyze the formal and thematic aspects of fiction in representative literary works. | x | x | |
| 3 | Describe fiction in relation to dynamic socio-historical changes, particular world-views, and specific historical and cultural contexts. | x | x | x |
| 4 | Generate critical and scholarly reflections on fiction in English. | 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 | Lectures | Students will participate in interactive lectures to explore background of set texts and their contexts. | 1, 2, 3 |
| 2 | Class Discussion | Students will participate in group and class discussions to stimulate the exchange of responses, ideas and perspectives on set texts. | 1, 2, 3, 4 |
| 3 | Close readings | Students will conduct close readings of set texts ad passages to develop critical and analytical skills. | 1, 2 |

| | | | | |
|---|---------------|---|------|--|
| 4 | Written tasks | Students will generate a range of short written texts to practice developing and support critical claims. | 3, 4 | |
|---|---------------|---|------|--|

Assessment Tasks / Activities (ATs)

| | ATs | CILO No. | Weighting (%) | Remarks ("- " for nil entry) | Allow Use of GenAI? |
|---|--|------------|---------------|------------------------------|---------------------|
| 1 | Class participation is crucial in this course. Both in-class and online activities may be considered. | 2, 3, 4 | 10 | - | Yes |
| 2 | A written assignment will allow students to apply the skills and knowledge acquired on the course by developing and supporting a claim about the course texts. | 1, 2, 3, 4 | 35 | - | No |
| 3 | A quiz or quizzes will assess the students' knowledge of the set texts, including basic information, prominent textual details, and major interpretative contexts. | 1, 2, 3 | 30 | - | No |
| 4 | Assessed group discussions will evaluate students' abilities to reflect on and articulate views about the course' s set texts. | 1, 2, 3, 4 | 25 | - | No |

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Written Assignments

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

Written Assignments

Criterion

Critique and commentary

Excellent (A+, A, A-)

The written assignments offer an extremely effective critique of and commentary on the relevant text

Good (B+, B, B-)

The written assignments offer an effective critique of and commentary on the relevant text

Fair (C+, C, C-)

The written assignments offer an adequate critique of and commentary on the relevant text

Marginal (D)

The written assignments offer an inadequate critique of and commentary on the relevant text

Failure (F)

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

Assessment Task

Written Assignments

Criterion

Evidence and argumentation

Excellent (A+, A, A-)

The claims made about the text are excellently supported by evidence and argumentation

Good (B+, B, B-)

The claims made about the text are well supported by evidence and argumentation

Fair (C+, C, C-)

The claims made about the text are supported by some evidence and argumentation

Marginal (D)

The claims made about the text are poorly supported by limited evidence and weak argumentation

Failure (F)

The claims made about the text are unsupported by evidence or argumentation

Assessment Task

Quizzes

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

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 subject.

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

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

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

Discussion

Criterion

Language use

Excellent (A+, A, A-)

Demonstrates excellent grammatical /lexical range and accuracy.

Good (B+, B, B-)

Demonstrates good grammatical /lexical range and accuracy. May have occasional errors but does not interfere with comprehensibility of meaning.

Fair (C+, C, C-)

Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interfere with comprehensibility.

Marginal (D)

Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.

Failure (F)

Fails to use language to complete the 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

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.

Reading List

Compulsory Readings

| Title | |
|-------|---------------------------------------|
| 1 | Heart of Darkness – Joseph Conrad |
| 2 | To the Lighthouse – Virginia Woolf |
| 3 | The Crying of Lot 49 – Thomas Pynchon |
| 4 | NW – Zadie Smith |

Additional Readings

| Title | |
|-------|---|
| 1 | Studying Literature: A Practical Introduction, Ed. Graham Atkin, Chris Walsh, and Susan Watkins |
| 2 | The Modern Novel: A Short Introduction – Jesse Matz |