

EN2832: LITERATURE AND MUSIC

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Literature and Music

Subject Code

EN - English

Course Number

2832

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 introduces students to the intersection between literature and music. Studying a diverse range of literary texts and musical forms, students will explore poems and narratives that were inspired by different musical styles, forms and

structure across historical periods, as well as consider how the creative use of language shapes popular songs, theatrical works, and other musical forms such as jazz and musicals. They will also develop skills in analysing various musical imageries and symbols that are used in literary texts and their connections to broader questions of culture. Students will generate critical and creative responses to selected texts and musical production throughout the course.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discover the social and historical connections between different musical forms and literary arts	x	x	
2	Apply literary and cultural theories to analyse selected literary texts and their intersections with different musical forms	x	x	x
3	Analyse musical imageries, symbols, and the dynamics between sound and silence in literary texts		x	x
4	Develop interdisciplinary approaches to the study of literary and cultural texts.		x	x
5	Generate critical creative responses to literary and cultural productions.		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	Interactive lecture and discussion	Students will discuss key concepts and major ideas with their peers in small groups and in response to questions raised by the instructor	1, 2, 3, 4, 5
2	Composition and critical analysis of key concepts and ideas	Students will apply their knowledge and literary interpretative skills to compose an analysis paper and short writings on a range of topics	1, 2, 3, 4, 5

3	Group project	Students will collaboratively design and develop a group project in response to a selected topic covered in class.	2, 3, 4, 5	
4	Creative and critical responses to texts and cultural production	Students will generate creative and critical responses to literary and cultural productions.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Participation: Students are expected to contribute to in-class discussions and complete short writing exercises to demonstrate understanding of relevant materials.	1, 2, 3, 4, 5	10	Individual Work	Yes
2	Reading Responses: Students will compose short reading and creative responses throughout the course.	2, 3, 4, 5	30	Individual Work - conducted in-class	No
3	Group Project: Students will collaboratively design and develop a group project in response to selected topics covered in class	2, 3, 4, 5	30	Group Work	No
4	Critical Essay: Students will write a critical essay using analytical, argumentative, or comparative prisms. They will need to formulate an argument and carry out research to support and develop their ideas.	1, 2, 3, 4, 5	30	Individual Work	No

Continuous Assessment (%)

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Participation

Excellent (A+, A, A-)

Excellent attendance, participation and contribution to in-class discussions and activities.

Demonstrates excellent grammatical/lexical range and accuracy.

Good (B+, B, B-)

Good attendance, participation and contribution to in-class discussions and activities.

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

Fair (C+, C, C-)

Mostly good, participation and contribution to in-class discussions and activities.

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

Marginal (D)

Adequate attendance, participation and contribution to in-class discussions and activities.

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

Failure (F)

Poor attendance, participation and contribution to in-class discussions and activities.

Fails to use language to complete the task or does not submit the task.

Assessment Task

Group Project

Excellent (A+, A, A-)

Able to select an appropriate topic, identify and collect appropriate data (images, written texts, videos, etc.), identify key features, apply principles, concepts and tools of analysis accurately and appropriately, and evaluate findings in a coherent and insightful analysis. Able to choose an appropriate approach and medium to bring out the key features and ideas of the project. Establishes an excellent intertextual relationship with the source text while demonstrating a strong sense of originality. Able to critically analyse and evaluate the issues of the topic and present these in a coherent and thought-provoking manner to generate new insights. Relates the issues in the topic both globally and locally. The group is well organised and the project extremely well-presented. Each member has a significant and well-defined role. All parts of the presentation are well thought out.

Demonstrates excellent grammatical/lexical range and accuracy.

Good (B+, B, B-)

Mostly able to select an appropriate topic, identify and collect appropriate data (images, written texts, videos, etc.), identify key features, apply principles, concepts and tools of analysis accurately and appropriately, and evaluate findings in a coherent and insightful analysis. Mostly able to choose an appropriate approach and medium to bring out the key features and ideas of the project. Establishes a good intertextual relationship with the source text while demonstrating a strong sense of originality. Mostly able to critically analyse and evaluate the issues of the topic and present these in a coherent and thought-provoking manner to generate new insights. Focuses mostly on either the global or local perspective. The group is mostly well organised and the project is mostly well-presented. Most members have a significant and well-defined. role. Most parts of the presentation are well thought out.

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

Fair (C+, C, C-)

Generally able to select an appropriate topic, identify and collect appropriate data (images, written texts, videos, etc.), identify key features, apply principles, concepts and tools of analysis accurately and appropriately, and evaluate findings in a coherent and insightful analysis. Generally able to choose an appropriate approach and medium to bring out the key features and ideas of the project. Some attempts to establish an intertextual relationship with the source text. Generally able to critically analyse and evaluate the issues of the topic and present these in a coherent manner to generate some insights. Relates the topic mostly to the local perspective. The group is generally well organised and the project is generally well-presented. Some members have a significant and well-defined. role. Some parts of the presentation are well thought out.

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

Marginal (D)

Somewhat able to select an appropriate topic, identify and collect appropriate data (images, written texts, videos, etc.), identify key features, apply principles, concepts and tools of analysis accurately and appropriately, and evaluate findings in a coherent and insightful analysis. Somewhat able to choose an appropriate approach and medium to bring out the key features and ideas of the project. Minimal to no attempts to establish an intertextual relationship with the source text. Somewhat able to analyse and evaluate the issues of the topic and present these in a coherent manner. Illustrates the topic within a very limited local perspective. The group is sometimes well organized. Distribution of manpower is at times lacking. It is sometimes difficult for the audience to follow the presentation.

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

Failure (F)

Unable to choose an appropriate topic, collect data (images, written texts, videos, etc.) or apply principles and tools to analyze it.

Fails to use language to complete the task or does not submit the task.

Assessment Task

Critical Essay

Excellent (A+, A, A-)

Demonstrates original thought, or a sense of originality in the way the student has addressed the question. Shows deep understanding of relevant topics and the ability to engage with scholarly texts critically and in-depth. Able to identify highly relevant wider literature.

Demonstrates excellent grammatical/lexical range and accuracy.

Good (B+, B, B-)

Shows good understanding of relevant topics and the ability to engage with scholarly texts critically and in-depth. Mostly able to identify highly relevant wider literature.

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

Fair (C+, C, C-)

Shows a general understanding of relevant topics and some ability to engage with scholarly texts critically. Somewhat able to identify relevant wider literature.

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

Marginal (D)

Shows a basic understanding of relevant topics and partial ability to engage with scholarly texts. Partially able to identify relevant literature.

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

Failure (F)

Does not show understanding of relevant topics with minimal to no engagement with wider literature.

Fails to use language to complete the task or does not submit the task.

Assessment Task

Reading Response Tasks

Criterion

Ideas

Excellent (A+, A, A-)

The main ideas of the responses are sharp, creative, and compelling.

Good (B+, B, B-)

The response is coherent and contains some elements of creativity and originality

Fair (C+, C, C-)

Main ideas are mostly clear but the response may be lacking in terms of specific or original ideas.

Marginal (D)

The main ideas are not always clear and the response appears to be lacking in terms of originality or relevance.

Failure (F)

The response appears to be off topic or ideas are generally incoherent.

Assessment Task

Reading Response Tasks

Criterion

Engagement and Support

Excellent (A+, A, A-)

Demonstrates a very detailed understanding of the course readings. Specific and accurate support.

Good (B+, B, B-)

Demonstrates a good understanding of relevant texts with some specific support.

Fair (C+, C, C-)

Demonstrates fairly good understanding of the relevant texts, but lacking in detail. There may be some inaccuracies.

Marginal (D)

Demonstrates a superficial understanding of relevant texts. Support is not always detailed or accurate.

Failure (F)

Demonstrates a minimal understanding of relevant texts and/or lacking in content.

Part III Other Information

Keyword Syllabus

Music and literature, sound and silence, poems, narratives, songs

Reading List

Compulsory Readings

Title	
1	Primary literary cultural texts and musical pieces will be assigned by the instructor
2	Rachel Durkin. 2022. <i>The Routledge Companion to Music and Modern Literature</i> . Routledge.

Additional Readings

Title	
1	Erni, John Nguyet. 1998. "Like a Culture: Notes on Pop Music and Popular Sensibility in Decolonized Hong Kong," <i>Hong Kong Cultural Studies Bulletin</i> , 8/9 (Spring/Summer): 55-63.
2	Gurke, Thomas and Susan Winnett. 2021. <i>Words, Music, and the Popular</i> . Renditions.
3	Kramer, Lawrence. 1986. <i>Music and Poetry: The Nineteenth Century and After</i> . University of California Press.
4	Llano, Samuel. 2018. <i>Discordant Notes: Marginality and Social Control in Madrid, 1850-1930 (Currents in Latin American and Iberian Music)</i> . OUP.
5	Weber, Ryan. 2018. <i>Cosmopolitanism and Transatlantic Circles in Music and Literature</i> . Renditions.