

# SM3151: VISUALIZING LITERATURE

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## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

Visualizing Literature

### Subject Code

SM - School of Creative Media

### Course Number

3151

### Academic Unit

School of Creative Media (SM)

### College/School

School of Creative Media (SM)

### 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

Literature is the most complex form of art as it can reflect upon all other forms of expression. This course aims to enhance students' sensibility in verbal expression by guiding them through the close reading of a number of literary pieces selected

from world literature. The course will introduce various methods in the very act of reading and important concepts in literary theories. The training of close reading will encourage the students to explore all different possibilities in interpreting the same text. The objective of this training is to help students in forming the habit of digging deeper meaning in a text and of relating their own work to various possible contexts.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	To obtain a vocabulary that defines basic genres and styles of literature and literary movements	20		x	x
2	To obtain recognition and traits in traditional drama through group performance	25	x	x	x
3	To obtain recognition and traits in various forms of verbal and visual poetry	15		x	x
4	To recognize how lyrical expressions and/or rational arguments are practiced in prose writing	15		x	x
5	To demonstrate the strength in applying narrative techniques in story writing	25	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	Reading notes	To write on-line notes for assigned readings	1
2	Performance	To perform a classic drama with a group of students	1.5
3	Creative Writing	To compose and present a verbal, concrete or video poem; or to compose a prose work by applying either critical or lyrical traits or both	1
4	Storytelling	To construct a story by using narrative techniques learned in class	2

**Assessment Tasks / Activities (ATs)**

	<b>ATs</b>	<b>CILO No.</b>	<b>Weighting (%)</b>	<b>Remarks ("- " for nil entry)</b>	<b>Allow Use of GenAI?</b>
1	Weekly reading notes	1	20	-	No
2	Group drama performance	2	25	-	No
3	Poetry and in-class presentation or prose and on-line sharing	3	25	-	No
4	Fiction writing	5	30	-	No

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

On-line Reading Notes

**Criterion**

This assessment will grade on rationality, clarity and fluency of argument and comment. The threshold of 'discovery' lies in a student's ability to negotiate a position that is informed, defensible, and standing on personal insight.

**Excellent (A+, A, A-)**

- Rich content, excellent ability to interpret and integrate various resources
- Rigorous organization, coherent structure, systematic composition
- Precision in argument, well defined and reasoned points of view grounded in insightful interpretation of existing literature
- Readiness to respond to peer opinion and other views initiated in class discussion
- Discussion shed light on new dimensions of the issue

**Good (B+, B, B-)**

- Adequate content, sufficient ability to integrate various resources based on demand
- Reasonable organization with balanced structure and composition
- Clear elaboration of ideas that sticks to the point, with clearly differentiated issues, ability to interpret opinions independently
- Sufficient responses to peer comments to sustain a discussion

**Fair (C+, C, C-)**

- Adequate content, fair ability to integrate various resources based on demand
- Fair organization with adequate structure and composition
- Relevant points made to the subject matter in question
- Ability to respond to other statements and engage in class discussion

**Marginal (D)**

- Weak content, limited use of resources
- Poor organization, structure and composition
- Relevant points to the subject matter, marginal ability to interpret opinions
- Ability to respond to other comments in simple terms

### **Failure (F)**

- Inadequate content, no/ irrelevant use of resources
  - No organization, structure or/and composition
  - Irrelevant points to the subject matter, no ability to interpret opinions
  - Fail to respond to other comments
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### **Assessment Task**

Drama Performance (Group Work)

#### **Criterion**

This assessment will grade on team work, depth of interpretation, and quality of performance. The threshold of 'discovery' lies in a student's ability to renew the classic drama selected into the modern setting.

#### **Excellent (A+, A, A-)**

- Excellent grasp of material, rigorous organization of the performance
- Insightful interpretation of the subject matter with the original work
- Strong teamwork showing excellent creative energy

#### **Good (B+, B, B-)**

- Firm grasp of material, good organization of the performance
- Interesting interpretation of the subject matter with the original work
- Good teamwork showing creativity

#### **Fair (C+, C, C-)**

- Adequate grasp of material, reasonable organization of the performance
- Reasonable interpretation of the subject matter with the original work
- Satisfactory teamwork showing creative attempt

#### **Marginal (D)**

- Loose grasp of material, rigorous organization of the performance
- No interpretation of the subject matter with the original work
- Weak teamwork showing little creative energy

#### **Failure (F)**

- Poor grasp of material, rigorous organization of the performance
  - Bad interpretation of the subject matter with the original work
  - Weak teamwork showing no creative attempt
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### **Assessment Task**

Poetry, Prose and Fiction Writing

#### **Criterion**

This assessment will grade on use of language, form of expression, and strength of argument or imagery. The threshold of 'creativity' lies in a student's ability to come up with new expressions based on personal insight and literary sentiment.

#### **Excellent (A+, A, A-)**

- Work has strong affective quality and the articulation of personal styles and signature
- Work raises questions and instill insights about the process of conception, creative strategization and production
- Efficient adjustment of plans and strategies in response to resources

#### **Good (B+, B, B-)**

- Work has articulation of personal styles and signature

- Work shows important issues that requires exploration
- Proper adjustment of plans and strategies in response to resources

**Fair (C+, C, C-)**

- Work is relatively complete and comprehensible
- Limited ability to demonstrate creative thinking or exploration
- Fair adjustment of plans and strategies in response to resources

**Marginal (D)**

- Work is not affective at all
- Marginal ability demonstrate the processes of thinking and creative exploration
- Limited adjustment of plans and strategies in response to resources

**Failure (F)**

- No appreciation of the aesthetics and expressive qualities of the medium
- Fail to create work that demonstrate the processes of thinking and creative exploration
- No adjustment of plans and strategies in response to resources

## Part III Other Information

### Keyword Syllabus

- Introduction to the Course
- The Drama Tradition and Techniques
- Reading + Writing Haiku in class
- The Lyric Tradition: Poetic Mood and Expressions: Lyric poetry by Wang Wei, Li Bai and Shelley
- Reading Bei Dao and Shu Ting
- Prose Writing: Essays of Lu Xun and Lin Yutang
- Reading Browning and Eliot' s monologue poems
- Reflexive Writing: Borges' "The Garden of Forking Paths"
- Fiction Reading: Stream of Consciousness: Joyce' s "Eveline"
- Salinger' s "The Laughing Man"
- Reading Pushkin' s "Queen of Spade"
- Combined Forms and Mixed Genres in Literature

### Reading List

#### Compulsory Readings

	Title
1	Drama: Guan Hanqing, "Snow in Midsummer" / 關漢卿《竇娥冤》
2	Classic Poetry: Wang Wei, 5 Zen poems; Li Bai, 3 poems; Shelley' s "Ode to the West" / 王維禪詩五首，李白詩三首，雪萊《西風頌》
3	Modern Poetry: Bei Dao, "Answer" 北島《回答》；Shu Ting, "To Oak" 舒婷《致橡樹》
4	Essay/Prose: Lu Xun, "Snow" "Autumn Night" / 魯迅《雪》和《秋夜》；Lin Yutang, "The Chinese Theory of Leisure" / 林語堂《中國的悠閒理論》
5	Dramatic Monologue: Robert Browning, "My Last Duchess" / 羅伯特·勃朗寧《我已故的公爵夫人》
6	Internal Monologue: T. S. Eliot, "The Love Song of J. Alfred Prufrock" / 艾略特《阿爾弗瑞德·普魯弗洛克的情歌》
7	Reflexive Writing: Jorge Luis Borges, "The Garden of Forking Paths" / 博爾赫斯《小徑分叉的花園》
8	Short Story: James Joyce, "Eveline" / 喬伊絲《伊芙琳》

9	Short Story: Salinger, “The Laughing Man” / 塞林格《笑面人》
10	Short Story: Pushkin, “Queen of Spade” / 普希金《黑桃皇后》

**Additional Readings**

Title	
1	Gerald Prince, The Dictionary of Narratology
2	Elizabeth Sims, “7 Simple Ways to Make a Good Story Great”