

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Linguistics and Translation  
with effect from Semester A 2024 / 25**

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**Part I Course Overview**

<b>Course Title:</b>	<u>Language Arts and Literature</u>
<b>Course Code:</b>	<u>LT5420</u>
<b>Course Duration:</b>	<u>One Semester</u>
<b>Credit Units:</b>	<u>3</u>
<b>Level:</b>	<u>P5</u>
<b>Medium of Instruction:</b>	<u>English</u>
<b>Medium of Assessment:</b>	<u>English</u>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<u>CTL5420 Language Arts and Literature</u>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<u>Nil</u>

## Part II Course Details

### 1. Abstract

This course aims to develop students' understanding and critical analysis of different genres of literature from the perspective of language arts.

### 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.	Demonstrate knowledge of different genres of literary texts, including poetry, drama, fiction and non-fiction		✓	✓	
2.	Recognize relevant critical idioms and linguistic tools used in critical appreciation of literary texts		✓	✓	
3.	Critically analyse and appreciate different genres of literary texts, discovering in the process original interpretations of such texts			✓	✓
4.	Reflect on specific themes in certain literary texts, in relation to the interest of Hong Kong readers			✓	✓
5.	Evaluate specific works of literary writing		✓	✓	✓
		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. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
1	<b>Reading</b> – literary texts, academic books and articles	✓	✓	✓	✓	✓	
2	<b>Lecture</b> – basic concepts and theories, explanation and illustration, in-class literary analysis activities	✓	✓	✓	✓	✓	
3	<b>Tutorial</b> – critical analysis, appreciation and evaluation of literary texts, group discussion, further elaboration of concepts and theories, problem solving activities, debate and performance	✓	✓	✓	✓	✓	
4	<b>Written assignment</b> – critical appreciation of a poem, small-scale project with student selecting a literary text for critical analysis, appreciation and evaluation	✓	✓	✓	✓	✓	

### 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: 70%							
<b>Poetry appreciation</b> – Assigned a specific poem for critical appreciation	✓	✓	✓	✓	✓	30%	
<b>Small-scale project</b> (2400-2800 words) – select a literary text for analysis, appreciation and evaluation	✓	✓	✓	✓	✓	40%	
<b>Examination:</b> 30% (duration: 2 hours) analyse, appreciate and evaluate literary texts (CILO No. 1-5)							
						100%	

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Poetry appreciation	1.1 Ability to critically analyse, appreciate and evaluate a poem	Abundant critical insights and eloquent presentation	Significant critical insights and clear presentation	Inadequate critical insights but largely clear presentation	Inadequate critical insights and poor presentation	Poor understanding and presentation
2. Small-scale project	Ability to critically analyse, appreciate and evaluate a literary text; 1.2 Ability to reflect on specific themes in literary texts, in relation to the interest of Hong Kong readers	Abundant subject knowledge and critical insights eloquently presented	Significant critical insights and clear presentation	Inadequate subject knowledge and arguments not very clearly presented	Inadequate subject knowledge and critical insights and poor presentation	Inadequate subject knowledge and poor presentation
3. Examination	Ability to critically analyse, appreciate and evaluate a literary piece of writing	Abundant critical insights and eloquent presentation		Inadequate critical insights, not very clear presentation	Inadequate critical insights, and poor presentation	Poor understanding and presentation

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Poetry appreciation	1.1 Ability to critically analyse, appreciate and evaluate a poem	Abundant critical insights and eloquent presentation	Significant critical insights and clear presentation	Inadequate critical insights but largely clear presentation	Poor understanding and presentation
2. Small-scale project	Ability to critically analyse, appreciate and evaluate a literary text; 1.2 Ability to reflect on specific themes in literary texts, in relation to the interest of Hong Kong readers	Abundant subject knowledge and critical insights eloquently presented	Significant subject knowledge and critical insights clearly presented	Inadequate subject knowledge and arguments not very clearly presented	Inadequate subject knowledge and poor presentation
3. Examination	Ability to critically analyse, appreciate and evaluate a literary piece of writing	Abundant critical insights and eloquent presentation	Significant critical insights and clear presentation	Inadequate critical insights, not very clear presentation	Poor understanding and presentation

### 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.)

Major genres of literature: poetry, drama, fiction and non-fiction; critical idioms and linguistic tools for literary analysis, appreciation, and evaluation; different theories and approaches of literary criticism

#### 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.	Jeffries, Lesley & McIntyre, Dan. 2010 <i>Stylistics</i> . Cambridge: Cambridge University Press.
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##### 2.2 Additional Readings

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

1.	Eagleton, Terry. 2007. <i>How to read a poem</i> . London: Blackwell.
2.	Lerer, Seth. 2008. <i>Children's literature: A reader's history from Aesop to Harry Potter</i> . Chicago: University of Chicago Press.
3.	Leech, Geoffrey N. 2008. <i>Language in literature: Style and foregrounding</i> . London: Pearson/Longman.
4.	Gregoriou, Christiana. 2009. <i>English literary stylistics</i> . London: Palgrave Macmillan.
5.	Goatly, Andrew. 2008. <i>Explorations in stylistics</i> . London: Equinox.
6.	Toolan, Michael, J. 1998. <i>Language in literature: an introduction to stylistics</i> . London: Arnold.
7.	Weber, Jean Jacques (ed.). 1996. <i>The Stylistics Reader</i> . London: Edward Arnold.
8.	Whitla, William. 2010. <i>The English handbook: A guide to literary studies</i> . Chichester.