

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2017/2018**

Part I Course Overview

Course Title: Literature, Language, and Culture

Course Code: EN5450

Course Duration: One Semester

Credit Units: 3 credits

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) None

Precursors:
(Course Code and Title) None

Equivalent Courses:
(Course Code and Title) None

Exclusive Courses:
(Course Code and Title) None

Part II Course Details

1. Abstract

This course aims to develop awareness of key literary texts from the perspectives of critical theory, cultural studies, linguistics, and applied linguistics. Using a discovery-enriched interdisciplinary focus, students will interpret literary and cultural texts in terms of their philosophical and social significance while at the same explore the pedagogical issues at stake when discussing literary texts within an educational setting. While examining traditional literary texts, students will also consider the possibilities of film and new media, contemporary forms of cultural production including fashion, music and art, and popular culture.

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.	Identify key writers, texts, concepts related to literary and cultural studies.		v	v	
2.	Examine the aesthetic and creative aspects of literature by exploring themes and styles of diverse texts		v	v	
3.	Apply critical reading, thinking, and writing skills in interpreting literary and cultural texts		v	v	v
4.	Discuss the characteristics of literature and understand their interdisciplinary possibilities		v	v	v
5.	Generate relevant creative responses in relation to literature		v	v	v
		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. 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	5		
Interactive lecturing and discussion	Each week students will be introduced to texts and will be encouraged to discuss and analyse them in pairs and in groups		v	v	v			
Composition and critical analysis of key concepts and ideas	Students will write critical response papers to engage with key concepts and ideas introduced in class.			v	v	v		
Application of knowledge through discussion and presentation	Students will give a presentation related to their project. Presentations will involve the whole class as they provoke discussion and questions			v	v	v		
Creative response to literary and cultural texts	Students work collaboratively to create a comprehensive project could include verbal, visual, and auditory elements.			v	v	v		

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: <u>100</u> %								
Critical Responses: Students reflect and analyse issues using analytical, argumentative, or comparative prisms. They will need to carry out research to support and develop their argument and ideas.	v	v	v	v	v		60%	Individual Work
Group Presentation: Students will present on a topic that provides critical perspectives on aspects of contemporary literature and culture.			v	v	v		30%	Group Work
Class participation and attendance: Students are expected to contribute to in-class discussions and to demonstrate their learning in reading relevant materials							10%	Individual work
							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)
Critical Responses	Organization and Cohesion	The organization between sentences, paragraphs, and ideas is effective and smooth. The writing is cohesive and logically organized.	Organization supports thesis. Transitions between ideas are clear and functional. There is a sense of progression as the argument unfolds.	Elements of Marginal and Good	Some signs of logical organization. May have abrupt or illogical shifts and ineffective flow of ideas. Generally very choppy.	Ideas are not clearly contextualized. Unclear organization.
	Language and Style	Language is used effectively and with a high level of precision.	Almost all sentences are error free. There is a sense of precision in word choice. The writer successfully uses complex sentence structures to convey ideas.	Some minor mistakes remain but these do not confuse the reader or impede meaning. The writer attempts to use complex grammatical patterns to convey ideas.	Many sentences have mistakes, which causes strain for the reader. The meaning is sometimes distorted or unclear.	There are several mistakes in grammar and word choice, often impeding communication and causing severe strain for the reader.
	Thesis / Argument	The essay contains well thought-out ideas that are clearly expressed, original,	Thesis and purpose are clear and appropriate for the writing task. There	Elements of Marginal and Good	Thesis and argument are vague or only loosely related to the writing task.	Reader cannot determine thesis & purpose OR thesis has no relation to the

		and supported.	is a sense of originality in the purpose.			writing task
	Engagement with the relevant texts	Shows a deep understanding of the relevant texts. Sophisticated reading/interpretative skills apparent.	The discussion of the primary texts is sufficiently detailed. There is a sense of the writer interpreting the text.	Elements of Marginal and Good	Some discussion of the relevant texts, but mostly in general and broad terms. Lacks details.	Very little if any engagement with the primary texts

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Group Presentation	Depth of understanding	Excellent and thorough understanding. In-depth analysis & thorough discussion. Shows insightful and subtle ideas. Presentation demonstrates 'reading for exploration'.	Very good understanding. Very good analysis and discussion. Shows some insightful and subtle ideas. View points are well supported.	Fair understanding. Adequate analysis and discussion. Ideas may be common but mostly with support.	Rather limited understanding and some misinterpretation. Rather limited view points presented. Discussion is not always logical or with support.	Poor understanding of the text and a lot of misinterpretation Limited view points presented. Ideas are mostly without support.

	Use of language and knowledge of relevant literary terms	All speakers are competent and demonstrate highly accurate and sophisticated use of language (e.g. style, idiomatic use of language, collocation). Highly appropriate use of literary terms. Ideas are coherent and very easy to follow.	Most speakers are competent and demonstrate accurate use of language. Appropriate use of literary terms. Ideas are easy to follow.	Adequate and appropriate use of literary terms, but only one or two speakers demonstrate good and accurate language use. Ideas are generally easy to follow.	Rather limited or inappropriate use of literary terms. Most speakers do not demonstrate accurate language use. Ideas are often not easy to follow.	Poor accuracy and lack of or frequent misuse of literary terms. Ideas are difficult to follow.
	Team Work	Dynamic team work. All members show great support to one another. Almost seamless transition between speakers/parts	Good team effort. Members work closely together to put all parts together.	Satisfactory team effort. Most members show good support for one another. Parts are generally well connected.	Limited team effort shown. Some members may not participate actively. Some parts are not well connected.	An overall of lack of support for members and organization or transition is not evident.
	Creativity and Originality	Shows very high level of creativity and originality in the presentation while being faithful to the text.	Shows high level of creativity and originality in the presentation while being faithful to the text.	Not much creativity and originality in the presentation. Some ideas may not be related to the text at times	The presentation lacks creativity and originality. A lot of ideas are not related to the text.	The presentation is very flat. Most ideas are not related or relevant to the text.

		A pleasure to watch.				
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Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Participation	Participation in in-class activities (such as group discussion and writing tasks)	Makes significant contribution to in-class discussion and completes writing tasks satisfactorily.	Makes occasional contribution to in-class group discussion and completes the writing tasks satisfactorily.	Seldom makes contribution to in-class group discussion; completes most of the in-class writing tasks	Little evidence of participation in class; completes very few in-class writing tasks	Fails to sufficiently participate in in-class activities (including discussion and writing)

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.)

Literature, cultural studies, film, new media, fashion, popular culture, fiction, non-fiction

2. Reading List

2.1 Compulsory Readings (tentative list)

(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.	Selected readings will be made available by the instructor
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2.2 Additional Readings

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

1.	Badmington, Neil and Julia Thomas, eds. <i>The Routledge Critical and Cultural Theory Reader</i> . Routledge, 2008.
2	Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> . Manchester: Manchester UP, 1995. Print.
3.	Groden, Michael, Martin Kreiswirth, and Imre Szeman. <i>Contemporary Literary and Cultural Theory: The Johns Hopkins Guide</i> . Baltimore, MD: Johns Hopkins UP, 2012. Print.
4.	Kooy, Mary and Annette Chiu, "Language, Literature, and Learning in the ESL Classroom," <i>The English Journal</i> 88:2 (1998), pp. 78-84.
5.	Miller, T. (ed.). <i>A Companion to Cultural Studies</i> . Blackwell, 2001.
6.	Moran, Patrick. <i>Teaching Culture: Perspectives in Practice</i> . Heinle & Heinle, 2001.
7.	Nance, Kimberly. <i>Teaching Literature in the Languages</i> . Pearson, 2009.
8.	O'Brien, S, Szeman, I. <i>Popular Culture: A User's Guide</i> . Nelson Education: 2014.
9.	Parker, Robert D. <i>How to Interpret Literature: Critical Theory for Literary and Cultural Studies</i> . Oxford University Press, 2011.
10.	Pope, Rob. <i>The English Studies Book: An Introduction to Language, Literature and Culture</i> . London: Routledge, 2002. Print.
11..	Ryan, Michael. <i>An Introduction to Criticism: Literature/Culture/Film</i> . 2012
12.	Walkowitz, Rebecca. "The Location of Literature: the Transnational Book and the Migrant Writer" <i>Contemporary Literature</i> 47:6 (2006), pp. 527-545,
13.	Zhou, Xiaoyi and Q.S. Tong, "English Literary Studies and China's Modernity," <i>World Englishes</i> 21:2 (2002), pp. 337-348