

City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2023/24

Part I Course Overview

Course Title:	Studies in Literature and Film
Course Code:	EN6519
Course Duration:	One semester
Credit Units:	3
Level:	P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

Studies in Literature and Film will introduce students to the fundamental concepts and terminology needed to analyse English-language literary texts and their adaptations into film. Beginning with a focus on analysing literary and popular texts (e.g. novels, memoirs, graphic novels, short stories), this course will then proceed to analyse their filmic adaptations. Through attention to the technical aspects of film-making, the course provides students with the basic vocabulary to discuss films in speaking and writing. Building upon this formal foundation, it then guides students to “read” the meaning of films as texts situated in their social, political, and cultural contexts. Through close analyses of films in writing and oral discussions, students have many opportunities in this course to sharpen their critical thinking and creativity.

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.	Effectively analyse literary texts when writing an analytical essay		√		
2.	Correctly and effectively recognize and use film terminology and apply basic film concepts to the analysis and evaluation of a given English language film		√		
3.	Examine multiple interpretive possibilities of and formulate arguments about English language literary texts and films.			√	
4.	Apply analytical and critical skills when viewing and writing analyses of English language literary texts and their film adaptations.		√	√	√
		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			
1.	The instructor delivers interactive multimedia lectures in which the use of literary and film terminology and analysis techniques are explained and illustrated.	√	√		√			
2.	Students read literary texts, watch film excerpts and discuss these using the appropriate terminology and concepts.	√	√	√	√			
3.	Students discuss various interpretations of literary texts and film adaptations and the implications of these interpretations, including their social, cultural and historical contexts.	√	√	√	√			
4.	Students learn the rhetorical and practical skills required to write a comparative research essay: close reading, research, argument construction, revision, proper formatting and citational practice.	√	√	√	√			

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			
Continuous Assessment: 100%							
Close Reading Essay Students will write a literary analysis paper, applying the skills of close reading and interpretation learned in class.	√	√	√	√		25%	Individual work; assessed individually
Film Analysis In groups, students will choose a film to analyse, applying the film terminology and theories of adaptation learned in class. They will present their analysis orally in class, using visual evidence (shots, clips) from the films and from critical sources for support.	√	√	√	√		25%	Group work: assessed as a group
In-class discussion Students will also be assessed on the basis of their contributions to in-class discussions and activities.	√	√	√	√		15%	Individual work; assessed individually
Comparative Essay The final assignment for this course is a comparative essay that has students critically examine a film and literary work of their choosing. The assignment comprises two parts: a proposal and bibliography (15%) and the essay itself (20%). Students are assessed on how well they have mastered film terminology, the principles of essay writing taught in the course.	√	√	√	√		35%	Individual work; assessed individually
Examination: 0%						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 in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Close Reading Essay	Content	An excellent essay that critically analyses aspects of the literary text in question, effectively applying literary and theoretical terminology. Goes beyond description to explore the full implications of the material.	A good essay that critically analyses some aspects of the literary text in question and applies literary and theoretical terminology quite effectively. Goes beyond description to explore some broader implications of the material.	Essay is limited in its analysis and does not always apply literary and theoretical terminology. Relies on description and does not explore the broader implications of the material.	Essay is limited in its analysis and does not effectively apply literary and theoretical terminology. Relies on description and does not explore the broader implications of the material.
	Organisation	Excellent structure and paragraph development. Original conclusion that connects the topic to broader local/global issues of relevance. Effective integration of primary and secondary sources.	Good structure and paragraph development. Good conclusion that points to the relevance of the text/topic. Mainly effective integration of primary and secondary sources.	Lack of structure and paragraph development evident. Primary and secondary sources not always integrated correctly and/or effectively.	No structure or development of ideas evident, Primary and secondary sources not integrated correctly and/or effectively.
	Language use	Language use is accurate and idiomatic and style and tone highly appropriate to the task.	Language use is mostly accurate and idiomatic and styles and tone mainly appropriate to the task.	Language use is often inaccurate and limited style and tone may be inappropriate to the task.	Language use is inaccurate and negatively impacts comprehension; style and tone may be inappropriate to the task.

	Organisation	Excellent structure and paragraph development. Original conclusion that connects the topic to broader local/global issues of relevance. Effective integration of primary and secondary sources.	implications of the material. Good structure and paragraph development. Good conclusion that points to the to the relevance of the text/topic. Mainly effective integration of primary and secondary sources.	Lack of structure and paragraph development evident. Primary and secondary sources not always integrated correctly and/or effectively.	No structure or development of ideas evident, Primary and secondary sources not integrated correctly and/or effectively.
	Language use	Language use is accurate and idiomatic and style and tone highly appropriate to the task.	Language use is mostly accurate and idiomatic and styles and tone mainly appropriate to the task.	Language use is often inaccurate and limited style and tone may be inappropriate to the task.	Language use is inaccurate and negatively impacts comprehension; style and tone may be inappropriate to the task.

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Close Reading Essay	Essay writing (content, structure, organization, language use)	An excellent essay that critically analyses aspects of the literary text in question, effectively applying literary and theoretical terminology. Provides a strong thesis statement and introduction that puts forward an original interpretation of the text. Develops clear and logical analysis, supported with ample and detailed evidence. Goes beyond description to explore the full implications of the material. Excellent organization and paragraph development. Original conclusion that connects the topic	A very good essay that critically analyses aspects of the literary text in question. Demonstrates a good attempt to apply literary and theoretical terminology. Provides a good thesis statement and introduction that puts forward an original interpretation of the text. Engages in some description without exploring the full implications of the material. Effective organization and good paragraph development. Interesting conclusion that makes some attempts to expand the scope of the topic. Good integration of primary and secondary sources. Language use is largely accurate and idiomatic.	A satisfactory essay that analyses the literary text in question using some relevant terminology and supported by some evidence. Provides a weak thesis statement and introduction. Engages primarily in description and plot summary rather than analysis. Some problems with structure/organization and paragraph development. Conclusion simply restates the material in the body of the essay. Some problems with integration of primary and secondary sources, such as overuse of direct or indirect quotation. Language use is accurate and idiomatic, with minor exceptions which do not impair	Only partially fulfills the requirements of the assignment. Language use is characterized by significant problems in accuracy and idiomaticity.	Does not fulfill the requirements of the assignment. Language use is unacceptable in terms of accuracy and idiomaticity.

		to broader local/global issues of relevance. Effective integration of primary and secondary sources. Language use is accurate and idiomatic to a great extent.		understanding.		
2. Film Analysis	Oral Presentation (focus, organization, use of multi-media content, language use)	A convincing main point, sufficiently supported by visual evidence from the film and from critical/theoretical sources. Analysis is developed in sophisticated, original ways with independent thinking and well-integrated secondary sources. Organization of points is sound and leads the class toward a broader understanding of the film. Language use is	A solid main point, backed by with some visual evidence from the film and from critical sources. There are good ideas, but lacking in originality and subtly. Organization is sound and the presentation gives the class some new information about the film. Language use is largely fluent, accurate, and idiomatic.	Main point is vague or unclear. There are few visual examples from the film under analysis, with little or no secondary source material cited. The presentation offers mainly plot description, with scant interpretation. Little independent thinking has been demonstrated: Language use is fluent, accurate, and idiomatic, with minor exceptions which do not impair understanding.	Only partially fulfills the requirements of the assignment. Language use is characterized by significant problems in fluency, accuracy and idiomaticity.	Does not fulfill the requirements of the assignment. Language use is unacceptable in terms of fluency, accuracy, and idiomaticity.

		fluent, accurate, and idiomatic to a great extent.				
3. In-class Discussion		A leader in class discussion every week, contributing constructive comments to class discussion. Creativity and leadership shown in carrying out group activities.	Contributes productively to class discussion and activities every week. Some creativity and leadership shown in carrying out group activities.	Sometimes contributes to class discussions and group activities.	Rarely contributes to class discussion and group activities. Comments and class conduct may negatively impact the learning environment.	Does not contribute at all to class discussion and group activities. Comments and class conduct may negatively impact the learning environment
4. Comparative Essay	Proposal	Presents a unique, rhetorically persuasive topic and an argument with clear and compelling stakes. Topic is clearly situated within a larger critical conversation, and the argument responds directly to a critical claim made within that context. Language use is accurate and idiomatic to a great extent.	Presents a rhetorically persuasive topic and an argument with a sense of stakes. Topic is situated within a larger critical conversation, and the argument responds (if not perfectly) to a critical claim made within that context. Language use is largely accurate and idiomatic.	Presents a generic or uninspired topic and an argument with a vague sense of stakes. Topic is situated within a larger critical conversation, but the connection is tenuous, awkward, or forced. The argument's response to a critical interlocutor is there, but underwhelming. Language use is accurate and idiomatic, with minor exceptions which do not impair understanding.	Only partially fulfills the requirements of the assignment. Language use is characterized by significant problems in accuracy and idiomaticity.	Does not fulfill the requirements of the assignment. Language use is unacceptable in terms of accuracy and idiomaticity.
	Essay	A comparative essay that puts	A comparative essay that puts forth a clear	A comparative essay that puts forth an	Only partially fulfills the	Does not fulfill the requirements of the

	<p>forth a clear and compelling argument about a film and literary work. Builds and develops successfully on the argumentative scaffolding of the proposal. Seamlessly integrates film terminology and close reading into the analysis. Language use is accurate and idiomatic to a great extent, and the essay is perfectly formatted.</p>	<p>argument about a film and literary work. Builds and develops on the argumentative scaffolding of the proposal to a certain extent. Integrates film terminology and close reading into the analysis. Language use is largely accurate and idiomatic. The essay is well-formatted with minor exceptions.</p>	<p>argument about a film and literary work, though this is underwhelming or underdeveloped. Builds and develops on the argumentative scaffolding of the proposal to a certain extent. Integrates film terminology and close reading into the analysis inconsistently. Language use is accurate and idiomatic, with minor exceptions which do not impair understanding. Essay has issues with formatting.</p>	<p>requirements of the assignment. Basic user of English.</p>	<p>assignment. Basic user of English.</p>
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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.)

literary analysis; film analysis; film adaption, principles of film form; film genres; elements of narrative; mise-en-scène; cinematography; acting; editing; sound; film history.

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.	Abe Mark Nornes (2008). <i>Cinema Babel: Translating Global Cinema</i> . Minnesota: University of Minnesota Press.
2.	Barthes, Roland (1977) <i>A Lover's Discourse: Fragments</i> .
3.	Chiang, Ted (2002). <i>Stories of Your Life and Others</i> . Tor Books.
4.	Corrigan, Timothy. (2011). <i>Film and Literature: An Introduction and Reader (Second Edition)</i> . Routledge.
5.	Hamid, Mohsin. <i>The Reluctant Fundamentalist</i> .
6.	Hutcheon, Linda (2012). <i>A Theory of Adaptation (Second Edition)</i> .
7.	Monaco, James (2009). <i>How to Read a Film: Movies, Media and Beyond</i> . Oxford University Press.
8.	Satrapa, Marjane (2000, 2004). <i>Persepolis I, II</i> . L'Association.

2.2 Additional Readings (tentative list)

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

1.	Geiger, Jeffrey and R. L. Rutsky (Eds.). (2005). <i>Film analysis: A reader</i> . New York: Norton.
2.	Giannetti, Louis. (2008). <i>Understanding movies (11th edition)</i> . Upper Saddle River, NJ: Prentice Hall.
3.	Hill, John and Pamela Church Gibson (Eds.). (1998). <i>The Oxford guide to film studies</i> . Oxford: Oxford University Press.
4.	Pramaggiore, Maria and Tom Wallis. (2008). <i>Film: A critical introduction (2nd edition)</i> . Boston: Pearson.
5.	Prince, Stephen. (2010). <i>Movies and meaning: An introduction to film (5th edition)</i> . Boston: Allyn & Bacon.