EN2131: ASIAN LITERATURE IN ENGLISH

Effective Term
Semester A 2023/24

Part I Course Overview

Course Title
Asian Literature in English

Subject Code
EN - English
Course Number
2131

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
GE2404 Asian Literature in English

Part II Course Details

Abstract

This course aims to expand students' awareness of contemporary literature written in English by Asian and diasporic Asian writers and increase their understanding of contemporary pan-Asian culture and its interface with the western world

through a study of a number of texts—fiction, poetry, and life writing. This course also encourages students to discover and reflect on aspects of various Asian diaspora experiences and issues surrounding multiculturalism, and human rights, as well as problems of colonialism, post-colonialism, gender, race etc., and relate them to their own cultural contexts in English.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discover Asian literatures in English and discuss how how they may represent issues of contemporary interest in the world, relating issues germane to this body of writing to their social and political contexts		x		
2	Analyze the aesthetic and creative aspects of Asian literature in English by actively engaging themes and styles of writing in representative literary works			x	
3	Apply critical thinking and reading skills in interpreting literary texts			x	
4	Generate critical and creative reflections on Asian literature in English		x	x	x
5	Improve English-language written and oral communication skills through essay writing and a group creative interpretation assignment		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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1		Lectures given in addition to selected reading articles will provide background theoretical and analytic tools, to stimulate critical through and creative responses, and to assist in discussions of texts	1, 2, 3	

2		Reading discussions will stimulate discussion, debate, exchange of reflections that lead students to apply their new knowledge to personal experiences.	1, 2, 3, 4	
3		Essay writing will stimulate reflection and understanding of texts through the application of literary theories learnt, and will encourage students to make intelligent connections between literature and culture.	1, 2, 3, 4, 5	
4		A group presentation involving the creative interpretation (e.g. a dramatic performance or short video) of a literary text will enhance students' appreciation of literature and help them discover their own creativity, in addition to their collaboration and presentation skills.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Essays will give students opportunities to demonstrate their active critical learning, understanding of texts, and capacity to generate original ideas.	1, 2, 3, 4, 5	50	
2	Quizzes will be given to encourage close readings and critical reflections on texts.	1, 2, 3, 4, 5	30	
3	A group presentation will give students a chance to critically and creatively reflect on their chosen texts and connect their theoretical knowledge with personal experiences of culture.	1, 2, 3, 4, 5	10	

4	Class discussions and in-class work will promote active learning, leading students to relate theoretical knowledge to diverse texts and allow them to articulate their ideas through class participation and short writing tasks.	1, 2, 3, 4	10	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Close Analysis Essay (20 %)

Criterion

Content (15 %)

Excellent (A+, A, A-)

The essay question is extremely well-presented, argued and analysed;
All relevant information is excellently covered;
Learnt theories and concepts are extremely well applied;
The purpose of analysing and presenting the case is completely achieved

Good (B+, B, B-)

The essay question is competently presented, argued and is very well analysed;
The information is sufficiently covered;
Learnt theories and concepts are very well applied;
The purpose of analysing and presenting the case is achieved.

Fair (C+, C, C-)

The essay question is adequately presented and is analysed reasonably well;
Only part of the information is covered;
The application of learnt theories and concepts is satisfactory;
The purpose of analysing and presenting the case is partially achieved.

Marginal (D)

The essay question is sketchily presented and analysed inadequately;
Only limited information is included, with very little application of learnt theories and concepts;
The purpose of analysing and presenting the case is not fully achieved at all.

Failure (F)

The essay question is highly inadequate in its presentation and is very badly analysed and argued;
Very limited or inaccurate information is included with almost no application of learnt theories and concepts;
The purpose of analysing and presenting the case material is not achieved in any way.

Assessment Task

1. Close Analysis Essay (20 %)

Criterion

Language and Style (5 %)

Excellent (A+, A, A-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with 80%-100% accuracy;
Use of vocabulary is very concise, precise and varied;
Style is highly appropriate

Good (B+, B, B-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate, with 65%-79% accuracy;
Use of vocabulary is concise, precise and varied;
Style is appropriate

Fair (C+, C, C-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with 50%-64% accuracy;
Use of vocabulary is somewhat concise, precise and varied;
Style is somewhat appropriate

Marginal (D)

Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate, with 40%-49% accuracy; exhibit a great deal of residual and editorial problems.
Use of vocabulary is limited and repetitive
Style is generallyinappropriate

Failure (F)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate, below 39% accuracy; exhibit very serious of residual and editorial problems.
Use of vocabulary is not concise, varied, and incomprehensible;
Style is totally inappropriate

Assessment Task

2. Comparison- Contrast Essay (30 %)

Criterion

Content (20 %)

Excellent (A+, A, A-)

The essay question is extremely well-presented, argued and analysed;
All relevant information is excellently covered;
Learnt theories and concepts are extremely well applied;
The purpose of analysing and presenting the case is completely achieved

Good (B+, B, B-)

The essay question is competently presented, argued and is very well analysed;
The information is sufficiently covered;
Learnt theories and concepts are very well applied;
The purpose of analysing and presenting the case is achieved.

Fair (C+, C, C-)

The essay question is adequately presented and is analysed reasonably well;
Only part of the information is covered;

The application of learnt theories and concepts is satisfactory;
The purpose of analysing and presenting the case is partially achieved.

Marginal (D)

The essay question is sketchily presented and analysed inadequately;
Only limited information is included, with very little application of learnt theories and concepts;
The purpose of analysing and presenting the case is not fully achieved at all.

Failure (F)

The essay question is highly inadequate in its presentation and is very badly analysed and argued;
Very limited or inaccurate information is included with almost no application of learnt theories and concepts;
The purpose of analysing and presenting the case material is not achieved in any way.

Assessment Task

2. Comparison- Contrast Essay (30 %)

Criterion

Language and Style (10 %)

Excellent (A+, A, A-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with 80%-100% accuracy;
Use of vocabulary is very concise, precise and varied;
Style is highly appropriate

Good (B+, B, B-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate, with 65%-79% accuracy;
Use of vocabulary is concise, precise and varied;
Style is appropriate

Fair (C+, C, C-)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with 50%-64% accuracy;
Use of vocabulary is somewhat concise, precise and varied;
Style is somewhat appropriate

Marginal (D)

Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate, with 40%-49% accuracy; exhibit a great deal of residual and editorial problems.
Use of vocabulary is limited and repetitive
Style is generallyinappropriate

Failure (F)

Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate, below 39% accuracy; exhibit very serious of residual and editorial problems.
Use of vocabulary is not concise, varied, and incomprehensible;
Style is totally inappropriate

Assessment Task

3. Group Presentation

Criterion

Content(7 %)

Excellent (A+, A, A-)

The case is extremely well-presented and is extremely well analysed;
All relevant information is excellently covered;
The group discussion is extremely well led;
The purpose of analysing and presenting the case material is completely achieved.

Good (B+, B, B-)

The case is competently presented and is very well analysed;
The information is sufficiently covered;
The group discussion is very well led;
The purpose of analysing and presenting the case material is achieved.

Fair (C+, C, C-)

The case is adequately presented and is analysed reasonably well;
Only part of the information is covered;
The group discussion is reasonably well led;
The purpose of analysing and presenting the case material is partially achieved.

Marginal (D)

The case is sketchily presented and analysed inadequately presented;
Only limited data is included;
The group discussion is poorly led;
The purpose of analysing and presenting the case material is not fully achieved at all.

Failure (F)

The case is highly inadequate in its presentation and is very badly analysed;
Very limited or inaccurate data is included;
The group discussion is very badly led;
The purpose of analysing and presenting the case material is not achieved in any way.

Assessment Task

3. Group Presentation

Criterion

Language and style(3 %)

Excellent (A+, A, A-)

Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is highly accurate, with 80%-100% accuracy;
Use of vocabulary is very concise, precise and varied;
Style and tone are highly appropriate

Good (B+, B, B-)

Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is accurate, with 65%-79% accuracy;
Use of vocabulary is concise, precise and varied;
Style and tone are appropriate

Fair (C+, C, C-)

Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is somewhat accurate, with 50%-64% accuracy;
Use of vocabulary is somewhat concise, precise and varied;
Style and tone are somewhat appropriate

Marginal (D)

Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is inaccurate, with 40%-49% accuracy; exhibit a great deal of residual and editorial problems. Use of vocabulary is limited and repetitive Style and tone are generally inappropriate

Failure (F)

Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is very inaccurate, below 39% accuracy; exhibit very serious of residual and editorial problems.
Use of vocabulary is not concise, varied, and incomprehensible;
Style and tone are totally inappropriate

Part III Other Information

Keyword Syllabus

Contemporary Asian literature written in English
Contemporary drama
Poetic/figurative language
Modern poetry
East-west cultural dialogue in contemporary Asian literature
Asian diaspora literature
Multiculturalism
Human Rights
Diaspora

Reading List

Compulsory Readings

	Title
1	Simple Recipes by Madeleine Thien
2	Drifting House by Krys Lee
3	Access 13 by Xu Xi
4	Chinglish by David Henry Hwang
5	Fresh Off the Boat by Eddie Huang
6	Cinnamon Peeler by Michael Ondaatje
7	Walking Backwards by Shirley Lim
8	The Joy Luck Club by Amy Tan
9	Perfume Dreams by Andrew Lam
10	On Such a Full Sea by Chang-Rae Lee

Additional Readings

	Title
1	A Pale View of Hills by Kazuo Ishiguro:
2	In the Shadow of the Banyan by Vaddey Ratner
3	The Woman Warrior by Maxine Hong Kingston:
4	Waiting by Ha Jin
5	Dogs at the Perimeter by Madeleine Thien
6	The Book of Salt by Monique Truong

7	Jia A Novel of North Korea by Hyejin Kim
8	Salt Fish Girl by Larissa Lai