GE2133: THE LIFE AND TIMES OF ENGLISH LITERATURE

Effective Term
Semester B 2022/23

Part I Course Overview

Course Title
The Life and Times of English Literature

Subject Code
GE - Gateway Education
Course Number
2133

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

GE Area (Primary)
Area 1 - Arts and Humanities

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

This course is provides an overview of English-language literature. Each lecture introduces students to important stages in the development of English literature, considering the development of the language, historical context, and key literary trends. It begins by examining English literature's roots in Anglo-Saxon poetry and concludes with a consideration of the current global role of the English-language literature. At each stage, central approaches and methodologies to the study of English literature are introduced and applied to selected exemplary texts.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify and discuss key areas, movements, figures and texts in the study of English literature.		x		
2	Explain and apply key methodologies used in English literature studies.		x	x	x
3	Explain the relationship between historical and literary developments.		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	Interactive lectures	Students attend lectures having completed preparatory tasks on specified content, and check and enrich their understanding of the content during the lecture and activities contained within it.	1, 2, 3	
2	Reflective tasks	Students complete tasks related to each of the course's sub-units and write reflections on what they have learned.	1, 2, 3	

3	Independent inquiry	Students select one are of the course content for further, independent research and consideration	1, 2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Participation. Students play an active and constructive role in all teaching and learning activities.	1, 2, 3	10	
2	Learning portfolio. Students compile out-of-class tasks and complete reflections on their learning.	1, 2, 3	20	
3	Reseach report. Students apply one or more of the concepts or methods introduced in the course to a specific period, author or text. (1,000 to 1,500 words)	1, 2, 3	30	
4	In-class final test. Students complete an in-class test covering course content.	1, 2, 3	40	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Participation

Criterion

Constructive engagement

Excellent (A+, A, A-)

Very constructive and active engagement in class activities.

Good (B+, B, B-)

Constructive and active engagement in most class activities.

Fair (C+, C, C-)

Engagement and contributions are limited qualitatively, quantitatively or both.

Marginal (D)

Little engagement in class activities; contributions in class are limited in number or not constructive.

Failure (F)

Minimal engagement in class activities; contributions in class are rare or not constructive.

Assessment Task

2. Learning portfolio

Criterion

Task completion

Excellent (A+, A, A-)

Assigned tasks are completed to a high standard and presented in the portfolio.

Good (B+, B, B-)

Assigned tasks are completed to a good standard and presented in the portfolio.

Fair (C+, C, C-)

Assigned tasks are presented in the portfolio with some omissions or significant inaccuracy.

Marginal (D)

Many tasks are missing from the portfolio and/or there is a high degree of inaccuracy.

Failure (F)

Few or none of the tasks are completed and/or those which are presented in the portfolio are done to a low standard.

Assessment Task

2. Learning portfolio

Criterion

Reflection

Excellent (A+, A, A-)

The reflective component of the portfolio shows a very high degree of awareness of the relationship between the task and the course themes.

Good (B+, B, B-)

The reflective component of the portfolio shows a good degree of awareness of the relationship between the task and the course themes.

Fair (C+, C, C-)

The reflective component of the portfolio shows a limited but satisfactory awareness of the relationship between the task and the course themes.

Marginal (D)

The reflective component of the portfolio shows a significantly limited awareness of the relationship between the task and the course themes.

Failure (F)

The reflective component of the portfolio is not completed, or shows little or no awareness of the relationship between the task and the course themes.

Assessment Task

2. Learning portfolio

Criterion

Language use

Excellent (A+, A, A-)

The lexicogrammar is extremely accurate and idiomatic.

Good (B+, B, B-)

The lexicogrammar is generally accurate and idiomatic; minor errors do not negatively affect comprehension.

Fair (C+, C, C-)

The lexicogrammar is generally accurate and idiomatic; relatively few errors have a minor effect on comprehension.

Marginal (D)

Frequent inaccurate and/or unidiomatic features in the lexicogrammar disrupt comprehensibility.

Failure (F)

Lexicogrammatical errors are frequent and seriously disrupt comprehension.

Assessment Task

3. Research report

Criterion

Application of concepts and methods

Excellent (A+, A, A-)

The report demonstrates a strong understanding of concepts or methods from English studies and a strong ability to apply them in order to inform a problem or question.

Good (B+, B, B-)

The report demonstrates a good understanding of concepts or methods from English studies and a good ability to apply them in order to inform a problem or question.

Fair (C+, C, C-)

The report demonstrates a limited understanding of concepts or methods from English studies and/or the ability to apply them.

Marginal (D)

The report demonstrates a very weak understanding of concepts or methods from English studies and/or the ability to apply them.

Failure (F)

The report is not completed, or it demonstrates little or no understanding/application of the concepts or methods used.

Assessment Task

3. Research report

Criterion

Language use

Excellent (A+, A, A-)

The report's lexicogrammar is extremely accurate and idiomatic.

Good (B+, B, B-)

The report 's generally accurate and idiomatic; minor errors do not negatively affect comprehension.

Fair (C+, C, C-)

The report's lexicogrammar is generally accurate and idiomatic; relatively few errors have a minor effect on comprehension.

Marginal (D)

Frequent inaccurate and/or unidiomatic features in the report's lexicogrammar disrupt comprehensibility.

Failure (F)

Lexicogrammatical errors are frequent and seriously disrupt comprehension.

Assessment Task

4. In-class final test

Criterion

Content knowledge

Excellent (A+, A, A-)

Answers demonstrate a very strong understanding of the course content.

Good (B+, B, B-)

Answers demonstrate a good understanding of the course content.

Fair (C+, C, C-)

Answers demonstrate a limited but satisfactory understanding of the course content.

Marginal (D)

Answers demonstrate a weak understanding of the course content.

Failure (F)

One or more quizzes not taken, and/or answers demonstrate a very weak understanding of the course content.

Part III Other Information

Keyword Syllabus

English literature; history of the English-speaking world, cultural studies

Reading List

Compulsory Readings

	Title
1	A compendium of readings supplied by the instructor and/or available through the CityU library.

Additional Readings

	Title
1	Nil

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

3

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

1, 2, 3

PILO 3: Demonstrate critical thinking skills

2, 3

PILO 4: Interpret information and numerical data

1, 2, 3

PILO 5: Produce structured, well-organised and fluent text

3

PILO 7: Demonstrate an ability to work effectively in a team

3

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

3

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

3

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Research report