THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Programme Title	:	Bachelor of Education (Honours) (English Language)
Programme QF Level	:	5
Course Title	:	Approaching English Literature
Course Code	:	LIT1040
Department	:	Department of Literature and Cultural Studies (LCS)
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	1

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectivess

1. **Course Synopsis**

   This course provides an introduction to literary criticism. It offers students the critical tools they need to read poetry, drama and fiction effectively. They will move far beyond the sentence level to analyze and interpret larger chunks of text. Works will be chosen for their suitability in teaching the reading skills that constitute the target of the course, as well as for their literary quality.

2. **Course Intended Learning Outcomes (CILOs)**

   Upon completion of this course, students will be able to:

   CILO$_1$ Recognize, define, and use in reading basic concepts associated with poetry, drama and fiction;

   CILO$_2$ Read, and offer an original interpretation of, works presented in the course; and

   CILO$_3$ Develop critical thinking skills through the analysis of complex literary texts.

3. **Course Intended Language Learning Outcomes (CILLOs)**

   Upon completion of this course, students will be able to:

   CILLO$_1$ Demonstrate competence in reading different genres of literary works; and

   CILLO$_2$ Demonstrate sensitivity to text features in writing.

4. **Content, CILOs, CILLOs and Teaching & Learning Activities**

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Core concepts as starting points for the reading of poetry: Metre, metaphor, simile, irony, poetic form, thematic analysis following the usage of individual words and groups of words.	*CILO$_{1,2,3}$* *CILLO$_{1,2}$*	Lecture, tutorial – Literature Circles.
● Core concepts as starting points for the reading of fiction: Narrative structure, setting, character, organisation of time, organisation of space, narrative point of view.	*CILO$_{1,2,3}$* *CILLO$_{1,2}$*	Lecture, tutorial – Literature Circles, Group PowerPoint Oral Presentation.
● Core concepts as starting points for the reading of drama: Conventions of dramatic writing, stage terminology, visualising a play based on a written text, tableau, interaction of character, the nature of the dramatic moment.	*CILO$_{1,2,3}$* *CILLO$_{1,2}$*	Lecture, tutorial – Role play.

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
• Philosophical considerations: how the marks on the page produce meaning, and how personal interpretation is and is not limited by the text.	$CILO_3$ $CILLO_{1,2}$ (etc.)	Lecture, tutorial – Literature Circles.

Organisation

The teaching method adopted for this course is a mixed mode of lecture and tutorial. There will be an hour of mass lecture where you will be introduced to key concepts and/or a broad framework for conducting textual analysis. You are encouraged to raise points and/or questions during the lecture in a collegial manner. It is hoped that this atmosphere of learning will foster critical enquiry and engagement rather than the traditional mode of "teacher talk". The lecture will be followed by two-hour tutorials where you will work in small groups called "Literature Circles". "Literature Circles" allow you to engage in exploratory talk around a text within a small group. In other words, this is a 'space' for you to try out the analytical vocabulary and models of critical reading introduced each week, question your colleagues' interpretations of a text, and unpack a text together. There will also be opportunities for you and your group to present your critical readings of a text to the class.

5. **Assessment**

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Written Essay (around 1,200 words). This essay takes the form of a poetry analysis. Discuss the poetic technique used in a selected poem and its impact on your interpretation of it.	40%	$CILO_{1,2,3}$ $CILLO_{1,2}$
(b) Online Discussion. Compose two 150-word blog posts about your reading in the course of the semester and provide one answer to another student's post.	10%	$CILO_{1,3}$ $CILLO_{1,2}$
(c) Examination. Write two exam essays on topics to do with fiction and drama.	50%	$CILO_{1,2,3}$ $CILLO_{1,2}$ (etc.)

6. **Required Text(s)**

Required texts will vary year to year. Details will be provided.

7. **Recommended Readings**

Textbooks: (by the order of relevance)
Abrams, M. H. (2005). *A Glossary of Literary Terms*. Boston: Thomson. (PN41.A184 2005).

Brown, James S. (2005). *A Practical Introduction to Literary Study*. Upper Saddle River, N.J. : Pearson Prentice Hall. (PR21 .B76 2005).

Cavanagh, D., et al. (2010). *The Edinburgh Introduction to Studying English Literature*. Edinburgh: Edinburgh University Press. (PR33.E35).

Guerin, Wilfred L., et al. (2011). *A Handbook of Critical Approaches to Literature*. New York: Oxford University Press. (PN81.H26 2011).

Guth, H. P. (2003). *Discovering Literature: Stories, Poems, Plays*. Prentice Hall. (PE1417.G866).

Stanford, Judith A. (2006). *Responding to Literature: Stories, Poems, Plays and Essays*. Boston, Mass.: McGraw-Hill. (PE1417. R4745.2006).

Anthologies: (by the order of relevance)

Barrie Wade (1988). *Into the Wind Contemporary Stories in English*. London: E J Arnold. (PR1309.S5 I67 1988).

DiYanni, Robert (1989). *Reading Poetry: An Anthology of Poems*. NY: McGraw-Hill.(PE1127.P57R44).

DiYanni, Robert (1990). *Reading Drama" An Anthology of Plays*. NY: McGraw-Hill.(PN6112.R43).

DiYanni, Robert (1988), *Reading Fiction: An Anthology of Short Stories*. NY: McGraw-Hill (PE1127.S45D59).

Jacobs, Richard (2001). *A Beginner's Guide to Critical Reading: An Anthology of Literary Texts*. London: Routledge. (PR83.J34.2001).

Shackleton, Mark (1985). *Double Act: Ten One-Act Plays on Five Themes*. London: E Arnold.(PR1272.D68).

Useful References on Poetry:

Eagleton, T. (2007). *How to read a Poem*. Malden, MA: Blackwell (PR502.E3).

Kennedy, X. J. & Gioia, Dana. (2005). *An Introduction to Poetry*. New York: Longman, Pearson. (PN1042.K39).

Miller, Lindy. (2002) *Mastering Practical Criticism*. New York: Palgrave. (PN81.M55)

Peck, John & Coyle, Martin. (1995). *Practical Criticism*. Basingstoke, Hampshire: Macmillan.(PN1031.P43).

Polonsky, Marc. (1998). *The Poetry Reader's Toolkit: A Guide to reading and understanding Poetry*. Lincolnwood, ILL: NTC Pub Group. (PN1042.P58).

Useful References on Drama:

Burton, Bruce. (2004). *Creating Drama*. Melbourne: Pearson. (PN1655.B87).

Lennard, John & Luckhurst, Mary. (2002). *The Drama Handbook: A Guide to Reading Plays*. Oxford: Oxford University Press. (PN1655.L46).

Peck, John & Coyle, Martin. (1995). *Practical Criticism*. Basingstoke, Hampshire: Macmillan.(PN1031.P43).

Pickering, Kenneth. (2003). *Studying Modern Drama*. New York: Palgrave. (PN1701.P53).

Rush, David. (2005). *A Student Guide to Play Analysis*. Carbondale, Southern Illinois University Press (PN1707.R77).

Sanger, Keith. (2001). *The Language of Drama*. London: Routledge (PN1631.S26).

Useful References on Short Story/Novel:

Chatman, Seymour. (1978). *Story and Discourse*. Ithaca: Cornell UP (NX650.N37C45)

Genette, Gerard. (1980). *Narrative Discourse*. Trans. by Jane E. Lewin. Ithaca: Cornell UP. (PQ2631.R63A791713)

March-Russell, Paul. (2009). *The Short Story: An Introduction*. Edinburgh: Edinburgh University Press. (PN3373.M37)

Mullan, John. (2006). *How Novels Work*. New York: Oxford University Press. (PR826.M86).

Rimmon-Kenan, Shlomith. (1983). *Narrative Fiction*. London: Routledge. (PN212.R55)

Toolan, Michael. (2001). *Narrative: A Critical Linguistic Introduction*. 2nd Edition. London: Routledge. (P302.7T66)

8. Related Web Resources

Nil

9. Related Journals

Nil

10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity* with *Specific Reference to the Avoidance of Plagiarism by Students* (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89).Students should familiarize themselves with the Policy.

11. Others

Nil

14 January 2019