

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Arts (Honours) in Language Studies The Double Degree of Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language)
Programme QF Level	: 5
Course Title	: Literatures in English I: Fiction
Course Code	: LIT2043
Department	: Department of Literature and Cultural Studies (LCS)
Credit Point	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 2

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"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

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 Perspectives

1. Course Synopsis

In this course students will be introduced to a wide range of works written in prose (short stories and novels) in the twentieth century. Through reading these texts, students will learn to interpret and analyse prose fiction. Literary works emerging from historical events such as the two World Wars and social and cultural movements, such as the Harlem Renaissance in America, the end of colonialism, the rise of industrialisation and urbanisation, will be studied, thus allowing students to examine the crucial link between literary production and socio-historical processes.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Communicate an awareness of the range and complexity of human experience as expressed through literature;
- CILO₂ Analyse structures and figurative language of literary texts;
- CILO₃ Demonstrate a high level of awareness of the various narrative techniques, styles, and themes available to fiction writers;
- CILO₄ Recognise and explain the relationship between literature and socio-political movements; and
- CILO₅ Write thoughtful literary analysis using appropriate terminology and conventions.

3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO₁ Demonstrate competence in reading fiction; and
- CILLO₂ Demonstrate sensitivity to text features in fiction writing.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Defining fiction as a literary genre and examining its differences with other genres.	CILO _{1,2,3} CILLO _{1,2}	Lecture, seminar, group work, readings (articles).
● Understanding the structures and figurative language used in fiction.	CILO _{2,4} CILLO _{1,2}	Lecture, seminar, group work, readings (articles).
● Analysing main themes of twentieth-century fiction.	CILO _{1,3,5} CILLO ₂	Lecture, seminar, group work, readings (articles).
● Analysing fiction as a means of social critique.	CILO _{3,5}	Lecture, seminar, group work, readings (literary texts and articles).
● Explore the relationship between literature and society.	CILO _{1,3,5}	Lecture, seminar, group work, readings (literary texts

	(<i>etc.</i>)	and articles).
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5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Individual written essay (around 1,500 words).	40%	<i>CILO</i> _{1,2,3,4,5} <i>CILLO</i> _{1,2}
(b) Group presentation: students work in groups to present a creative interpretation of a text.	30%	<i>CILO</i> _{1,2,3,4} <i>CILLO</i> _{1,2}
(c) In-class and after-class participation through informal formative assessments (such as reading responses, journal entries, consultations, online activities and quizzes) which will be collected and cumulatively assessed.	30%	<i>CILO</i> _{1,2,3,4,5} <i>CILLO</i> _{1,2} (<i>etc.</i>)

Description of assessment tasks:

Final Essay:

Students will be required to write a final essay (1,500 words) for this course at the end of the semester. This will be a literary analysis paper on any of the texts included in the course. For this paper, students will be required to decide on a topic of their own, though suggested topics will be provided.

Group presentation:

Students will work in groups of 4-6 to do a presentation on a creative interpretation of a text. This could take the form of a role play, a TV talk show, a trial, etc. Through the presentation students must demonstrate a deeper and extended understanding of a particular text.

Class participation through informal assessment tasks:

Students will often be asked to write in and after class, informal responses to the readings. These could take the form of double quizzes, reading responses, online reflection via Moodle, creative responses (e.g. writing a letter to a character), etc. These will be assessed with a check plus, check or check minus and will contribute to the class participation grade.

6. Required Text(s)

Madden, Frank (2002). *Exploring Fiction: Writing and Thinking About Fiction*.
Longman.

The following provides a list of twentieth century fiction works. These texts may be found in the library.

American

- Baldwin, James. (1993). *Another Country*. New York: Vintage Books.
- Cather, Willa (2000). *My Antonia and Related Readings*. New York: Glencoe/McGraw Hill.
- Chandler, Raymond (1949). *Farewell My Lovely*. Harmondsworth, England: Penguin.
- DeLillo, Don (2007). *Falling Man*. New York: Scribner
- Dreiser, Theodore (1991). *Sister Carrie*. Oxford: Oxford University Press.
- Ellison, Ralph (1995). *Invisible Man*. New York: Vintage International.
- Fitzgerald, F Scott (1991). *The Great Gatsby*. Harlow, England: Longman.
- Gilman, Charlotte Perkins (1999). *The Yellow Wallpaper*. London: Hodder and Stoughton.
- Hemingway, Ernest (1993). *A Farewell to Arms*. London: David Campbell.
- Hemingway, Ernest (2006). *The Sun Also Rises*. US: Scribner
- Morrison, Toni (2004). *Sula*. New York: Vintage International.

Hong Kong and Chinese

- Lim, Christine (2005). *Stories of the Chinese Diaspora*. Long River Press.
- Xi, Xu (2001). *History's Fiction: Stories from the City of Hong Kong*. Hong Kong: Chameleon Press.
- Xi, Xu (2004). *Hong Kong Rose: A Novel*. Hong Kong: Chameleon Press.
- Xi, Xu (2008). *Evanescence Isles: From my City-Village*. Hong Kong: Hong Kong University Press.
- Xi, Xu and Mike Ingham, ed. (2003). *City Voices: Hong Kong Writing in English, 1945 to the Present*. Hong Kong: Hong Kong University Press.
- Xi, Xu, ed. (2008). *Fifty-Fifty: New Hong Kong Writing*. Hong Kong: Haven Books.

South Asian

- Alexander, Meena (2003). *Fault Lines, A Memoir*. New York: Feminist Press at the City University of New York.
- Banerjee Divakaruni, Chitra (1997). *The Mistress of Spices*. London: Black Swan.
- Hamid, Mohsin (2007). *Reluctant Fundamentalist*. Orlando, Florida: Harcourt.
- Lahiri, Jhumpa (2004). *The Namesake*. Boston, Massachusetts: Houghton Mifflin.
- Sidhwa, Bapsi (2006). *An American Brat*. US: Milkweed.

British

Conrad, Joseph (1989). *Heart of Darkness*. London: Penguin Books.
 Greene, Graham (1971). *Heart of the Matter*. Harmondsworth: Penguin Books.
 Greene, Graham (1972). *Third Man*. London: Heinemann.
 Joyce, James (1995). *Dubliners*. Cambridge: Cambridge University Press.
 Lawrence, D.H. (1982). *Sons and Lovers*. London: Collins ELT.
 Lawrence, D.H. (1989). *Women in Love*. London: Penguin Books.
 Orwell, George (1983). *Nineteen Eighty Four*. Essex: Longman.
 Rushdie, Salman (1995). *Midnight's Children*. London: David Campbell.
 Waugh, Evelyn (1983). *Brideshead Revisited*. London: David Campbell Publishers.
 Winterson, Jeanette (2001). *Oranges are not the Only Fruit*. Harlow: Longman.
 Woolf, Virginia (1995). *Room of One's Own*. Cambridge: Cambridge University Press.

Black British

Achebe, Chinua (1986). *Things Fall Apart*. London: Heinemann
 Ali, Monica (2003) *Brick Lane*. London: Doubleday
 Braithwaite, E.R. (1971). *To Sir With Love*. Oxford: Heinemann.
 Chaudhuri, Amit (2001). *A Strange and Sublime Address*. UK: Picador.
 Emecheta, Buchi (1980). *Nowhere to Play*. New York: Alison and Busby.
 Kureishi, Hanif (1997). *Love in a Blue Time*. London: Faber and Faber.
 Kureishi, Hanif (1999). *Intimacy*. London: Faber and Faber.
 Markandaya, Kamala (1972). *The Nowhere Man: A Novel*. London: John Day Company.
 Okri, Ben (2002). *In Arcadia*. London: Weidenfeld and Nicolson.
 Philips, Caryl (1995). *Higher Ground: A Novel in Three Parts*. New York: Vintage Books.
 Selvon, Samuel (1985). *The Lonely Londoners*. US: Longman.
 Syal, Meera (2000). *Life Isn't All Ha Ha Hee Hee*. New York: New Press.
 Walcott, Derek (2001). *Tiepolo's Hound*. UK: Faber.
 Zadie Smith, Zadie (2000). *White Teeth*. New York: Random House.

7. Recommended Readings

Armstrong Tim (2005). *Modernism: A Cultural History* (Themes in 20th-Century Literature and Culture). Cambridge: Polity Press.
 Berman, Art (1994). *Preface to Modernism*. Urbana: University of Illinois Press.
 Brooker, Peter (2005). *Geographies of Modernism Literatures, Cultures, Spaces*. New York: Routledge.
 Farbman, Herschel (2008). *The Other Night: Dreaming, Writing, and Restlessness in Twentieth-Century Literature*. New York: Fordham University Press.
 Gill, Glen Robert (2009). *Northrop Frye on Twentieth-Century Literature* (Collected

- Works of Northrop Frye). Canada: University of Toronto Press.
- Glicksberg, Charles Irving (1970). *The Tragic Vision in Twentieth-Century Literature* (A Delta Book). London: Delta Books.
- Gupta, Suman (2005). *A Twentieth-Century Literature Reader: Texts and Debates* (Twentieth-Century Literature: Texts and Debates). London: Routledge.
- Kalaidjian, Walter (2005). *The Cambridge Companion to American Modernism* (Cambridge Companions to Literature). Cambridge: Cambridge University Press.
- Kennedy, X. J. & Dana Gioia. (2010). *An Introduction to Fiction*. 11th ed. Boston: Longman.
- Marcus, L., & Peter Nicholls (2004). *The Cambridge History of Twentieth-Century English Literature* (The New Cambridge History of English Literature). Cambridge: Cambridge University Press.
- Melville, Stephen W. and Donald Marshall. (1996). *Philosophy Beside Itself: On Deconstruction and Modernism* (Theory and History of Literature). Minneapolis: University of Minnesota Press.
- North, Michael (1994). *The Dialect of Modernism: Race, Language, and Twentieth-Century Literature* (Race and American Culture). New York: Oxford University Press.
- Soto, Michael (2007). *The Modernist Nation: Generation, Renaissance, and Twentieth-Century American Literature*. Tuscaloosa: University of Alabama Press.
- Stringer, Jenny and John Sutherland, eds. (1996). *The Oxford Companion to Twentieth-Century Literature in English*. Oxford: Oxford University Press.
- Tate, Trudy (2010). *War Literature in the Twentieth Century*. US: Blackwell.
- Tyson, Lois. (2011). *Using Critical Theory: How to Read and Write about Literature*. New York: Routledge.
- Wald, Gayle and Donald E. Pease (2000). *Crossing the Line: Racial Passing in Twentieth-Century U.S. Literature and Culture* (New Americanists). Durham, N.C: Duke University Press.
- Wilson, Leigh (2008). *Modernism* (Introduction to British Literature and Culture). London: Continuum.

8. Related Web Resources

- Voice of the Shuttle: American Literature:
<http://vos.ucsb.edu/browse.asp?id=2739>
 20th-Century Literature:
<http://www.literaryhistory.com/20thC/Modernists.htm>

9. Related Journals

Contemporary Literature
Journal of Modern Literature
MFS: Modern Fiction Studies

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

21 December 2018