

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2016/17**

Part I Course Overview

Asian Literature in English

Course Title:

EN2131

Course Code:

1 Semester

Course Duration:

3

Credit Units:

B2

Level:

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:
(for GE courses only)

English

Medium of Instruction:

English

Medium of Assessment:

Nil

Prerequisites:
(Course Code and Title)

Nil

Precursors:
(Course Code and Title)

Nil

Equivalent Courses:
(Course Code and Title)

GE2404 Asian Literature in English

Exclusive Courses:
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

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.

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.	Discover Asian literatures in English and discuss 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
		100%			

* If weighting is assigned to CILOs, they should add up to 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	5		
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	X	X	X				
2	Reading discussions will stimulate discussion, debate, exchange of reflections that lead students to apply their new knowledge to personal experiences.	X	X	X	X			
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.	X	X	X	X	X		
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.	X	X	X	X	X		

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	5			
Continuous Assessment: <u>100</u> %								
Essays will give students opportunities to demonstrate their active critical learning, understanding of texts, and capacity to generate original ideas.	X	X	X	X	X		50 %	
Quizzes will be given to encourage close readings and critical reflections on texts.	X	X	X	X	X		30 %	
A group presentation will give students a chance to critically and creatively reflect on their chosen texts and connect their theoretical knowledge with	X	X	X	X	X		10 %	

personal experiences of culture.								
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.	X	X	X	X			10 %	
Examination: ____% (duration: _____, if applicable)								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Close Analysis Essay (20 %)	Content (15 %)	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ 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.

	Language and Style (5 %)	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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 generally inappropriate 	<ul style="list-style-type: none"> ◆ 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
2. Comparison-Contrast Essay (30 %)	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
...	Content (20 %)	<ul style="list-style-type: none"> ◆ The essay question is extremely well-presented, argued and analysed; ◆ All relevant 	<ul style="list-style-type: none"> ◆ The essay question is competently presented, argued and is very well analysed; 	<ul style="list-style-type: none"> ◆ The essay question is adequately presented and is analysed reasonably well; ◆ Only part of the 	<ul style="list-style-type: none"> ◆ The essay question is sketchily presented and analysed inadequately; ◆ Only limited information is 	<ul style="list-style-type: none"> ◆ The essay question is highly inadequate in its presentation and is very badly analysed and argued; ◆ Very limited or

		<p>information is excellently covered;</p> <ul style="list-style-type: none"> ◆ Learnt theories and concepts are extremely well applied; ◆ The purpose of analysing and presenting the case is completely achieved 	<ul style="list-style-type: none"> ◆ The information is sufficiently covered; ◆ Learnt theories and concepts are very well applied; ◆ The purpose of analysing and presenting the case is achieved. 	<p>information is covered;</p> <ul style="list-style-type: none"> ◆ The application of learnt theories and concepts is satisfactory; ◆ The purpose of analysing and presenting the case is partially achieved. 	<p>included, with very little application of learnt theories and concepts;</p> <ul style="list-style-type: none"> ◆ The purpose of analysing and presenting the case is not fully achieved at all. 	<p>inaccurate information is included with almost no application of learnt theories and concepts;</p> <ul style="list-style-type: none"> ◆ The purpose of analysing and presenting the case material is not achieved in any way.
	Language and Style (10 %)	<ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with 80%-100% accuracy; ◆ Use of vocabulary is 	<ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate, with 65%-79% accuracy; ◆ Use of vocabulary is concise, precise 	<ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with 50%-64% accuracy; ◆ Use of vocabulary is somewhat 	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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,

		very concise, precise and varied; ♦ Style is highly appropriate	and varied; ♦ Style is appropriate	concise, precise and varied; ♦ Style is somewhat appropriate	repetitive ♦ Style is generally inappropriate	and incomprehensible; ♦ Style is totally inappropriate
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3. Group Presentation	Criterion	Grade A+,A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
	Content (7 %)	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ 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. 	<p>The case is adequately presented and is analysed reasonably well;</p> <ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ 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. 	<p>The case is highly inadequate in its presentation and is very badly analysed;</p> <ul style="list-style-type: none"> ◆ 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.
	Language and style (3 %)	<ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, 	<ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, 	<ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is 	<ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is inaccurate, with 40%-49% accuracy; 	<ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is very inaccurate, below 39%

		<p>etc.) is highly accurate, with 80%-100% accuracy;</p> <ul style="list-style-type: none"> ◆ Use of vocabulary is very concise, precise and varied; ◆ Style and tone are highly appropriate 	<p>etc.) is accurate, with 65%-79% accuracy;</p> <ul style="list-style-type: none"> ◆ Use of vocabulary is concise, precise and varied; ◆ Style and tone are appropriate 	<p>somewhat accurate, with 50%-64% accuracy;</p> <ul style="list-style-type: none"> ◆ Use of vocabulary is somewhat concise, precise and varied; ◆ Style and tone are somewhat appropriate 	<p>exhibit a great deal of residual and editorial problems.</p> <ul style="list-style-type: none"> ◆ Use of vocabulary is limited and repetitive ◆ Style and tone are generally inappropriate 	<p>accuracy; exhibit very serious of residual and editorial problems.</p> <ul style="list-style-type: none"> ◆ Use of vocabulary is not concise, varied, and incomprehensible; ◆ Style and tone are totally inappropriate
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Part III Other Information (more details can be provided separately in the teaching plan)

1. 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

2. Reading List

2.1 Compulsory Readings

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

2.2 Additional Readings

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

1.	<i>A Pale View of Hills</i> by Kazuo Ishiguro:
2.	<i>In the Shadow of the Banyan</i> by Vaddey Ratner
3.	<i>The Woman Warrior</i> by Maxine Hong Kingston:
4.	<i>Waiting</i> by Ha Jin
5.	<i>Dogs at the Perimeter</i> by Madeleine Thien
6.	<i>The Book of Salt</i> by Monique Truong
7.	<i>Jia A Novel of North Korea</i> by Hyejin Kim
8.	<i>Salt Fish Girl</i> by Larissa Lai