

**City University of Hong Kong
Course Syllabus**

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

Part I Course Overview

Course Title: Fantasy in Literature

Course Code: EN2320

Course Duration: 1 semester

Credit Units: 3 units

Level: B2

Proposed Area: Arts and Humanities
(for GE courses only) Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

The course aims to help students explore and discuss issues and themes through the reading of fantasy literature, enabling them to make connections to the social commentary often offered by such literature; interpret and explore symbols and images in fantasy literature; develop interpretative skills through the reading and discussion of such literature; explore and express creative personal responses to this particular genre of literature; and to engage in a critical dialogue about these responses. In addition, students will develop an awareness of the nature and structure of myths, fairy tales, comic strips, verse and novels as sub genres of the literary genre; strengthening their interpretative skills and lexical range through the reading and discussion of literary texts; and developing an appreciation and enjoyment of reading literature that may result in the continued reading of such literature, and which would ultimately strengthen their creative outlets.

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.	Explore and interpret themes, especially, socio-political, religious and cultural metaphors offered in fantasy literature, in order to critically reflect on how the fictive worlds built in fantasy literature are actually illustrative of the real world.		✓	✓	
2.	Identify the typical structure and conventions of fantasy literature.		✓	✓	
3.	Critically and creatively analyse texts and narrative techniques within the context of which they are written and represent.			✓	✓
...					

* If weighting is assigned to CILOs, they should add up to 100%.

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			
	Lectures given in class in addition to selected reading articles will provide background theoretical and analytic tools, to stimulate and challenge thoughts, and to assist in open and stimulating discussions and debates of chosen, representative texts	✓	✓	✓				
	In-class analysis of texts in groups, individually, and as a class will stimulate discussion, debate, exchanging of personal reflections, and enrich understanding of texts through the various perspectives offered.	✓	✓	✓				

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				
Continuous Assessment: <u>100</u> %								
Short Essay <i>This essay will assess students on how well they are able to apply theory and draw on personal reflections to be better able to 'read' specific, chosen texts.</i>	✓	✓					25%	
Short story <i>A chance to write their own short fantasy story will allow students a chance to apply the conventions of fantasy literature they have learnt about, while also encouraging them to extend their lexical and narrative range.</i>		✓	✓				25%	
Critical Analysis <i>Students will critically analyse a fiction text, applying the theoretical notions and concepts they have learnt about in class and through their readings.</i>	✓	✓					30%	
Class participation <i>Attendance and class participation are crucial in the course, in order to encourage stimulating debate and discussion amongst students so that they can hone their interactive skills, negotiate and reassess their own personal reflections on chosen topics.</i>	✓	✓	✓				20%	
Examination: <u>0</u> % (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)
Short Essay	Content (15 marks)	(80% and above) The case is extremely well-presented and is extremely well analysed; All relevant information is excellently covered; The purpose of analysing and presenting the case material is completely achieved.	(65% to 79%) The case is competently presented and is very well analysed; The information is sufficiently covered; The purpose of analysing and presenting the case material is achieved.	(50% - 64%) The case is adequately presented and is analysed reasonably well; Only part of the information is covered; The purpose of analysing and presenting the case material is partially achieved.	(40% - 49%) The case is sketchily presented and analysed inadequately presented; Only limited information is included; The purpose of analysing and presenting the case material is not fully achieved at all.	(39% and below) The case is highly inadequate in its presentation and is very badly analysed; Very limited or inaccurate information is included; The purpose of analysing and presenting the case material is not achieved in any way.
	Language and style (10 marks)	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.	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.	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.	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.	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.

Critical Analysis	Content (20 marks)	(80% and above) Shows full understanding of main concepts and their application; All relevant information is included in discussion and analysis of concepts; The data is comprehensively analyzed and explained.	(65% to 79%) The main concepts are competently discussed and applied; The information included in discussion and analysis of concept is sufficient; The data sufficiently analyzed and explained.	(50% - 64%) The concepts selected for analysis are sufficient and partially applied; Only partial information is included in discussion and analysis of concepts; Only partial analysis of data provided.	(40% - 49%) The concepts selected for analysis are sketchy and inadequate; Incomplete information is included in discussion and analysis of concepts; The data analysis is not informative or comprehensive.	(39% and below) The concepts selected for analysis are highly inadequate; Very limited or inaccurate data is incorporated in conceptual analysis; The analysis is not at all comprehensible.
	Language and style (10 marks)	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.	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.	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.	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.	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.

Short Story	Content (20 marks)	(80% and above) Excellent application of genre norms, conventions and structure. Excellent understanding of theory. Creative and interesting story plot, with various imaginative characters and situations and a strong social message.	(65% to 79%) Very good application of genre norms, conventions and structure. Very good understanding of theory. Interesting story plot with some interesting characters and plot twists, and a good social message.	(50% - 64%) Fair application of genre norms, conventions and structure. Sufficient understanding of theory. Usual story plot with few interesting characters and weakly conveyed social message.	(40% - 49%) Poor application of genre norms, conventions and structure. Poor understanding of theory. Uninteresting story, with standard characters and situations and no real message conveyed.	(39% and below) No application of genre norms, conventions and structure. Almost no understanding of theory. No real, defined story or sense of direction or purpose.
	Language and style (5 marks)	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.	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.	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.	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.	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.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Structure and typical conventions of this genre of literature; exploration of socio-cultural and political themes in fantasy literature; metaphors; symbolism; cult fiction; character analysis.

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.	
2.	
3.	
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2.2 Additional Readings

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

1.	Bloom, H (ed) (1994). <i>Modern Fantasy Writers</i> . New York: Chelsea House
2.	Heilman, E E (ed) (2003). <i>Harry Potter's World: Multidisciplinary Critical Perspectives</i> . New York: Routledge
3.	Manlove, C (2003). <i>From Alice to Harry Potter: Children's Fantasy in England</i> . New Zealand: Cybereditions
4.	Mathews. R (1997). <i>Fantasy: The Liberation of Imagination</i> . London: Prtentice-Hall.
5.	Rabkin, E S (ed) (1979). <i>Fantastic Worlds: Myths, Tales, and Stories</i> . New York: Oxford University Press