Course Syllabus

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

This form is for the completion by the *Course Leader*. The information provided on this form is the official record of course. It will be used for the City University's database, various City University publications (including websites) and documentation for students and others as required.

Please refer to the Explanatory Notes attached to this form on the various items of information required.

Prepared / Last Updated by:

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Part I   Course Overview

Course Title:	Modern and Contemporary Fiction
Course Code:	EN2321
Course Duration:	1 Semester
Credit Units:	3
Level:	B2
Proposed Area: *(for GE courses only)*	☐Arts and Humanities ☐Study of Societies, Social and Business Organisations ☐Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1.   Abstract

This course considers the nature of 20th and 21st fiction, with an emphasis on discovering its structures, styles, points of view, and themes. Students will be introduced to emblematic texts—short fiction and novels—and will be invited to analyze and reflect upon issues such as historical context and canonicity, tradition and innovation in literary form, as well as themes such as individuals and society, race and class, narratives of nation, identity and culture.

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.	Identify key characteristics of modern and contemporary fiction in English as well as important writers and texts.		X	X	
2.	Analyze the aesthetic and creative aspects of fiction by actively engaging themes and styles of writing in representative literary works, exploring the effects of contemporary literature on present day consciousness.		X	X	
3.	Discuss stories as dynamic socio-historical artifacts embodying particular world-views of writers in specific historical and cultural contexts.		X	X	X
4.	Generate critical and creative reflections on short fiction and novels in English.		X	X	X
	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	Lectures given in addition to selected reading articles will	X	X	X				

	provide background on literary theories in order to encourage critical reflection on representative texts.							
Class Discussion	Group and class discussions will stimulate discussion and an exchange of personal responses, ideas and perspectives on the texts, in order to deconstruct texts as accurately and richly as possible.	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				
Continuous Assessment: 100%								
Class participation is crucial in this course, in order to encourage debate and discussion amongst students so that they can hone their interactive skills and negotiate their personal reflections as active learners. Short in-class writing tasks will allow the students to apply their theoretical knowledge to analysis of texts		X	X				20%	
Group student presentations will give students a chance to apply the literary theories and concepts they have learnt to chosen pieces of modern fiction. In addition, they will have a chance to engage in meaningful learning through application of specific texts to	X	X	X				20%	

current socio-cultural issues.								
Written assignments (including short literary critiques and a longer essay) will give students a chance to apply critical skills to diverse texts and explain the use of structures and literary conventions within this particular type of fiction.	X	X	X				60%	

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)
Written Assignments	*Content*	The case is extremely well-presented, analysed and critically reflected on; All relevant information is excellently covered and theories/ concepts extremely well applied; The purpose of analysing and presenting the case is completely achieved.	The case is competently presented, analysed and critically reflected on; The information is sufficiently covered and theories/ concepts are very well applied; The purpose of analysing and presenting the case is achieved.	The case is adequately presented, analysed, and critically reflected on reasonably well; Only part of the information is covered with some application of theories/ concepts; The purpose of analysing and presenting the case is partially achieved.	The case is sketchily presented and analysed inadequately with few critical reflections; Only limited information is included with very little application of theories/ concepts; The purpose of analysing and presenting the case is not fully achieved at all.	The case is highly inadequate in its presentation and is very badly analysed with no critical reflections; Very limited or inaccurate information is included with no application of theories/ concepts; The purpose of analysing and presenting the case is not achieved in any way.
	Language and Style	Language (paragraph development, sentence structure)	Language (paragraph development, sentence structure)	Language (paragraph development, sentence structure.)	Language (paragraph development, sentence structure) is unsatisfactory and	Language (paragraph development sentence structure) is very unsatisfactory and

		is excellent Use of vocabulary is rich, varied, and highly appropriate; Style and tone are highly appropriate.	is good to very good Use of vocabulary is somewhat varied and rich and is appropriate; Style and tone are appropriate.	is satisfactory; Use of vocabulary is appropriate; Style and tone are somewhat appropriate	exhibits a great deal of residual and editorial problems; Use of vocabulary is limited and repetitive; Style and tone are generally inappropriate.	exhibits very serious of residual and editorial problems; Use of vocabulary is not concise or varied, and is often incomprehensible; Style and tone are very or totally inappropriate.
Presentation	*Content*	Shows full understanding of main concepts and their application to chosen texts; All relevant information is included in discussion and analysis of concepts; Texts are comprehensively analyzed and explained.	The main concepts are competently discussed and applied to chosen texts; The information included in discussion and analysis of concept is sufficient; Texts are sufficiently analyzed and explained.	The concepts selected for analysis are sufficient and partially applied to chosen texts; Only partial information is included in discussion and analysis of concepts; Only partial analysis of texts is provided.	The concepts selected for analysis are sketchy and inadequately applied to chosen texts; Incomplete information is included in discussion and analysis of concepts; Analysis of chosen texts is not informative or comprehensive.	The concepts selected for analysis are highly inadequate and very poorly applied to chosen texts; Very limited or inaccurate data is incorporated in conceptual analysis; Analysis of texts is not at all comprehensible.

	Language and Style	Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is excellent. accuracy; Use of vocabulary is very concise, precise and varied; Style and tone are highly appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is good to very good; Use of vocabulary is concise, precise and varied; Style and tone are appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is satisfactory; Use of vocabulary is somewhat concise, precise and varied; Style and tone are somewhat appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) unsatisfactory accuracy; exhibit a great deal of residual and editorial problems; Use of vocabulary is limited and repetitive Style and tone are generally inappropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is very inaccurate exhibit very serious of residual and editorial problems. Use of vocabulary is not concise or varied, and incomprehensible; Style and tone are very or 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.)

Literature as an expression of the times in which we live. Literature as a way of interpreting postmodern society. Major modern authors; influential plays, poems, novels and short stories. Literature and popular culture. Literature as a contemporary social phenomenon.

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.	*Written on the Body,* Jeanette Winterson
2.	*Cat's Eye,* Margaret Atwood
3.	*The Bluest Eyes,* Toni Morrison
4.	*Shalimar the Clown,* Salmon Rushdie
5.	*Things Fall Apart,* Chinua Achebe
6	*The Complete Shorter Fiction of Virginia Woolf,* Virginia Woolf
7.	*Like Water for Chocolate,* Laura Esquivel
8.	*The Kite Runner,* Khaled Hosseini
9.	*Their Eyes Were Watching God,* Zora Neale Nurston

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

1.	
2.	
3.	
…	

Explanatory Notes

1. **Course Title**
   Full title of the course.

2. **Course Code**
   Courses other than Gateway Education Courses
   An alphanumeric code normally using the department code as a prefix, followed by 4-5 digits, where the first digit indicates the level of the course.

   For example, the course "Operating Systems" may have a course code of "CS5001". "CS" is the department code for the Department of Computer Science. "5" after the department code is the level of the course, and in this case the course is at the level of P5, and "001" is the sequence number assigned to the course.

   Gateway Education Courses
   An alphanumeric code using "GE" as a prefix, followed by 4 digits, where the first digit indicates the level of the course and the second digit indicates the area.

   For example, the course "Accounting in Everyday Life" will have a course code of "GE1222". "1" is the level of the course, and the digit that follows is the GE area. In this case, the course is at the level of B1 and falling into Area 2. The last 2 digits "22" is the sequence number assigned to the course.

3. **Course Duration**
   This refers to the duration of the course in terms of number of weeks or semesters.

4. **Credit Units**
   Number of credit units assigned to the course, with 1 credit unit earned by approximately forty to fifty hours of student work.

5. **Level**
   The level of a course shows its degree of academic difficulty. The following levels should be used:

   Associate Degree courses can have levels of A1 or A2;
   Bachelor's Degree courses can have levels of B1, B2, B3 or B4;
   Taught postgraduate courses can have levels of P5 or P6; and
   Professional Doctorate and Research Degree courses can have levels of D8 and R8 respectively.

6. **Proposed Area**
   This section applies to Gateway Education courses only. Insert "1" for the single primary area, and "2" for the secondary area if applicable. Students will only earn credit units from the primary area.

7. **Medium of Instruction and Assessment**
   Unless otherwise determined by Senate for a specific course, the medium of instruction and assessment at the University is English.

8. **Prerequisites**
   Courses that students must pass before being allowed to take the current course. A rigid structure of prerequisites may unintentionally hinder a student's progress and limit flexibility in the choice of courses. Furthermore, the timing of the availability of the prerequisite courses as well as the current course would be critical. Departments should therefore be careful when defining extensive prerequisites for courses.

9. **Precursors**
   Courses that students are advised to take and pass before they attempt the current course. In general, precursors are more flexible in allowing student choice and progression. They also serve as indicators of the requirements of the current course.

10. **Equivalent Courses**

   Courses of same level where there is sufficient overlap in content that students may register in the course to meet degree/programme requirements, to recover a failure or to improve a course grade.

11. **Exclusive Courses**

   These are courses which have sufficient overlap in their content to make it inappropriate for students to earn credit units for more than one of these courses. Students thus should not be allowed to enrol in them.

12. **Abstract**

   The abstract is a short description about the course.

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

   CILOs state what the student is expected to be able to do at the end of a course according to a given standard of performance. Outcomes should be achievable and assessable. They should be clear to students on the learning outcomes expected at the end of the course and also clear to staff to enable them to design appropriate teaching and learning activities (TLAs) and assessment tasks which facilitate the achievement of CILOs. It is important to ensure that Course ILOs address Programme/Major ILOs. Use verbs from the SOLO Taxonomy in defining Learning Outcomes. The Programme/Major leader has the responsibility to ensure and can demonstrate a proper mapping between the CILOs with the Programme/Major and/or Minor Intended Learning Outcomes.

   Weightings can be assigned to CILOs according to their relative importance to the course.

14. **Teaching and Learning Activities (TLAs)**

   TLAs are designed to align with CILOs to facilitate student's achievement of those outcomes. TLAs could be teacher, peer, or self-initiated and take various formats such as project work, case studies, lectures, tutorials, practicals, placements, problem-based learning, studio, etc. The choice of TLAs should facilitate active learning and the achievement of CILOs. Some TLAs may address more than one CILO.

15. **Assessment Tasks/Activities**

   Assessment tasks or activities are designed to align with the CILOs to provide evidence on how well each student has achieved the CILOs. Such evidence could be provided by project work, case studies, assignments, examinations, laboratory work and reports, practicals, practicum, etc. The choice of Assessment Tasks should relate directly to the learning outcomes of the course. "Remarks" could include information such as when a task is to be performed, due dates, word limit of the assessment tasks/activities, assessed on a Pass/Fail basis, etc., as applicable.

16. **Assessment Rubrics**

   Grading of student achievements is based on student performance in assessment tasks/activities with the rubrics defined and be in accordance with the Academic Regulations for Associate Degrees, Bachelor's Degrees, Postgraduate Degrees, Professional Doctorate and Research Degrees, where appropriate. Information on grading of courses can be found at the end of the explanatory notes.

17. **Notes for Dissertation-type Courses**

   Courses may be designated "dissertation-type" courses in the course catalogue. Dissertation-type courses relate to independent work which takes a variable time to complete. Sections of "Teaching and Learning Activities" and "Assessment Tasks/Activities" should be replaced with information relevant to such courses, including a specification of a ***normal duration*** for course registration and a ***maximum duration*** for course registration, both in terms of the number of semesters. In all cases, the Course Syllabus for dissertation-type courses should specify that students are not permitted to repeat a dissertation-type course.

18. **Keyword Syllabus**

   An indication of the key topics of the course. It is provided to let students make informed decisions of whether to take the course. Variations from the indicative topics would be identified in the teaching plan.

19.   Amendments/Revisions to Course Syllabus
Amendments or revisions to the information provided in the Course Syllabus are subject to the procedures outlined in the University's QA Principles, Policies and Practices. College and School Boards should consider delegation of authority to Programme Committees, College/School Validation and Monitoring Committees, academic units (in particular for Part III where updates are expected to be quite frequent), as necessary to facilitate innovation and change as appropriate.

Grading of Courses

- Courses are graded according to the following schedule:

Letter Grade	Grade Point	Grade Definitions	
A+ A A-	4.3 4.0 3.7	Excellent	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	3.3 3.0 2.7	Good	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.
C+ C C-	2.3 2.0 1.7	Adequate	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.
D	1.0	Marginal	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
F	0.0	Failure	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
P		Pass	"Pass" in a pass-fail course. Courses to be graded on a pass-fail basis for a programme are specifically identified under the programme in the course catalogue.

Operational Grades		
IP	In Progress	An IP grade is shown where students will register for the same course in subsequent semesters to complete the assessment of the course.
I	Incomplete	A grade of incomplete may be granted (1) where there are extenuating circumstances that have prevented a student from completing required work, or attending the examination; (2) at the discretion of the Assessment Panel. Where an "I" grade is assigned, the Assessment Panel will approve a schedule for the completion of work, or a supplementary examination. An alternative grade should be assigned no later than four weeks after the "I" grade is first reported or as soon as practicable thereafter.
S	Dissertation Submitted	In a dissertation-type course, an S grade is assigned by the Course Leader when a student's dissertation has been submitted for assessment.
TR	Credit Transfer	Assigned when a student is granted transferred credit units for the course.
Z	Exemption	Assigned when a student is exempted from the course.
AU	Audit	An audited grade is assigned when an auditing student has completed the conditions

established at registration as an auditor. No assessment is made or grade awarded for auditing.

| X | Late Drop | Assigned when a student is permitted to drop the course after the add/drop deadline. |
| WD | Withdrawn | Assigned when a student has registered for the course in a semester/term and subsequently submitted a notification of withdrawal from the University. |

- Students assigned a grade of D or better, or a Pass grade in a pass-fail course, earn credit units for the course. Grades of F, IP, I, S, Z, AU, X and WD do not earn credit units.

- A grade with an asterisk (e.g. B+*) is excluded from the calculation of the GPA. The credits earned will not be counted toward the minimum credit requirement for graduation but will be counted toward the maximum number of credit units permitted.

- Grades of P, IP, I, S, TR, Z, AU, X and WD are not counted in the calculation of a student's CGPA. Grades of F are counted, unless the fail is recovered under the section of "Repeating Courses to Improve Grades" in Academic Regulations.

- Grades of P, IP, I, S, TR, Z, AU, X and WD are not counted in the calculation of a student's SGPA.