

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester B 2016/2017**

Part I Course Overview

Course Title: Popular Literature and Culture

Course Code: EN2718

Course Duration: One Semester

Credit Units: 3 credits

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) None

Precursors:
(Course Code and Title) None

Equivalent Courses:
(Course Code and Title) None

Exclusive Courses:
(Course Code and Title) None

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to develop students' ability to understand and interpret a range of popular literary and cultural texts. Using an interdisciplinary focus, students will apply concepts in literary and cultural studies to modern and contemporary forms of cultural production including fiction, poetry, film, fashion, music and art. Key questions for exploration include defining and characterizing the relationship between 'popular' and 'literary', 'high' and 'low' forms of culture. Apart from composing academic responses, students will generate creative texts both individually and in groups.

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 writers, texts, concepts in the field of literary and cultural theory and connect them to literature and culture		v	v	
2.	Analyze the aesthetic and creative aspects of literature and culture by exploring themes and styles of diverse texts		v	v	
3.	Apply critical reading, thinking, and writing skills in interpreting literary and cultural texts		v	v	v
4.	Discuss the characteristics of literary and cultural texts and understand the interdisciplinary possibilities of creative texts		v	v	v
5.	Generate creative responses to literary and cultural theory		v	v	v
		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		
Interactive lecturing and discussion	Each week students will be introduced to a texts and will be encouraged to discuss and analyse them in pairs and in groups		v	v	v	v		
Composition and critical analysis of key concepts and	Students will engage with key concepts and ideas introduced in class by formulating written			v	v	v		

ideas	academic responses that require research on relevant topics.							
Application of knowledge through creative responses	Students work collaboratively to create a comprehensive multimodal project could include verbal, visual, and auditory elements.			v	v	v		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CIOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: 100 %							
Critical Essay: Students reflect and analyse issues using analytical, argumentative, or comparative prisms. They will need to carry out research to support and develop their argument and ideas.	v	v	v	v		35%	Individual Work
Response Essay: This essay requires students to make connections between at one theoretical text and the other course readings.	v	v	v	v		30%	Individual Work
Multimodal Creative Project: Students create a multimodal project that is engaged with relevant literary and cultural texts. This could be a website, a short film, or a graphic narrative. They will give a short presentation based on their project.			v	v	v	25%	Group Work
Participation: Students are expected to contribute to in-class discussions and complete short writing exercises and to demonstrate understanding of relevant materials.	v	v	v	v	v	10%	Individual Work
Examination: _____% (duration: _____, if applicable)							
						100%	

* The weightings should add up to 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. Critical Essay	Content and Interpretation; organisation; language	Demonstrates creative and original thought; shows thorough understanding of the texts; a very effective structure and focus of discussion is very clear; excellent language	Demonstrates some thoughtful ideas; shows good understanding of the text; an effective structure and a clear focus; show good language skills	Shows fairly good understanding of the text, but ideas may not be original; structure is evident and focus of discussion can be identified; shows adequate language skills	Shows some misinterpretation of the text; some problems with structure but focus of discussion is weak; shows rather weak language skills	Shows minimal understanding of the text; structure is confusing and focus of discussion cannot be identified; shows very weak language skills
2. Response Essay	Content and Interpretation; organisation; language	Demonstrates creative and original thought; shows thorough understanding of the texts; a very effective structure and focus of discussion is very clear; excellent language	Demonstrates some thoughtful ideas; shows good understanding of the text; an effective structure and a clear focus; show good language skills	Shows fairly good understanding of the text, but ideas may not be original; structure is evident and focus of discussion can be identified; shows adequate language skills	Shows some misinterpretation of the text; some problems with structure but focus of discussion is weak; shows rather weak language skills	Shows minimal understanding of the text; structure is confusing and focus of discussion cannot be identified; shows very weak language skills
3. Multimodal Project	Creativity; Organisation Content	The project is creative and well-organised. The content of the text, including written and audio-visual features, is original and stimulating	The content of the project, including written and audio-visual features, is informative and creative	The project design is largely functional. The content, including written and audio-visual features, is adequate	The project is not entirely effective. The content of the including written and audio-visual features, is insufficient	The project is not effective. The content, including written and audio-visual features, is irrelevant or inaccurate
4. Participation	Participation in in-class activities (such as group discussion and writing tasks)	Makes significant contribution to in-class discussion and completes writing tasks satisfactorily.	Makes occasional contribution to in-class group discussion and completes the writing tasks satisfactorily.	Seldom makes contribution to in-class group discussion; completes most of the in-class writing tasks	Little evidence of participation in class; completes very few in-class writing tasks	Fails to sufficiently participate in in-class activities (including discussion and writing)

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, popular culture, literature and society

2. Reading List

2.1 Compulsory Readings (tentative list)

(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.	Selections of Fiske, John. <i>Understanding Popular Culture</i> (1989)
2.	Selections of Scott McCloud. <i>Understanding Comics</i> (1994)
3.	Selections of Storey, John, ed. <i>Cultural Theory and Popular Culture: A Reader</i> . Longman, 2009.
4.	Other materials including songs, poems, and short stories will be distributed by the instructor

2.2 Additional Readings

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

1.	Groden, Michael, Martin Kreiswirth, and Imre Szeman. <i>Contemporary Literary and Cultural Theory: The Johns Hopkins Guide</i> . Baltimore, MD: Johns Hopkins UP, 2012.
2.	J.A. Cuddon. <i>The Penguin Dictionary of Literary Terms and Literary Theory</i> . 2015.
3.	Miller, T. (ed.). <i>A Companion to Cultural Studies</i> . Blackwell, 2001.
4.	O'Brien, S, Szeman, I. <i>Popular Culture: A User's Guide</i> . Nelson Education: 2014.
5.	Danesi, Marcel <i>Popular Culture: Introductory Perspectives</i> (2012)