

City University of Hong Kong

**Information on a Course
offered by Department of English
with effect from Semester B in 2008 / 2009**

This form is for completion by the Course Co-ordinator/Examiner. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

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

Part I

Course Title	Crime Fiction: Murder in the City
Course Code	EN2820
Course Duration	1 semester
Credit Unit	3 units
Level	B2
Medium of Instruction	English
Pre-requisites	Nil
Pre-cursors	Nil
Equivalent Courses	Nil
Exclusive Courses:	Nil

Part II

1. Course Aims:

Even though crimes are violations against society, they have the most direct impact upon a single individual or a limited number of individuals, such as a family. They are also usually committed by a single individual, the criminal, and solved by the final element in this triangle of individuals, the detective. The relationships between these three elements of victim, criminal, and detective—and between each of these

individuals and the larger society—allow each author to ask a question that the genre continually grapples with: What is the proper relationship between the individual and society? One goal of this course is for you to understand how each author answers this question differently. Ideally, this will prompt you to reflect on your own values and arrive at your own answer to this important question.

2. Course Intended Learning Outcomes (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)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	<ul style="list-style-type: none"> ▪ Identify each author's concepts of justice and order, paying special attention to moments when these values clash and the consequences to individuals and society as a whole. 	--
2.	<ul style="list-style-type: none"> ▪ Distinguish the typical conventions and structures of this particular genre of fiction. 	--
3.	<ul style="list-style-type: none"> ▪ Explain theories of criminality and real crime as represented in the fictional world. 	--

3. Teaching and learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs)

CILO No.	TLAs	Hours/Week (if applicable)
CILO 1-3	<ul style="list-style-type: none"> ▪ Lectures and readings will help students identify and apply theories of criminality, justice, and morality to the analysis of selected fiction. 	--
CILO 1&3	<ul style="list-style-type: none"> ▪ Class debates and discussions will allow students the chance to negotiate and reassess personal reflections on the selected texts. 	--
CILO 3	<ul style="list-style-type: none"> ▪ Group presentations will give students the chance to reflect on texts in a critical manner, applying the theories and concepts learnt in class. 	--

4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOS)

CILO No.	Type of Assessment Activities	Weighting (if applicable)	Remarks
CILO 1	<ul style="list-style-type: none"> ▪ Comprehension assignments (25% of marks) will help monitor the progress of reading (and film watching). 	25%	--
CILO 1-3	<ul style="list-style-type: none"> ▪ Weekly journal entries (25% of marks) will help students reflect critically on the selected reading material. 	30%	--
CILO 1-3	<ul style="list-style-type: none"> ▪ One in-class essay (35% of marks) will test student's knowledge of several texts 	35%	--

	and films in order to answer the given essay question. Also, allowing them an opportunity also to draw upon their personal opinions regarding the issues raised.		
CILO 1-3	<ul style="list-style-type: none"> ▪ Class Participation (10% of marks) will encourage students to enhance their discussion and debate skills, encouraging students to discuss own personal reflections with certainty and confidence. 	10%	--

5. Grading of Student Achievement

(Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes)

Examination duration: Nil

Percentage distribution of marks for coursework, examination, other: 100%

Coursework

Grading pattern: Standard (A+AA-...F)

Assessment form: Weekly Journal Entries (30%)

With reference to each item to be assessed, circle the marks in the appropriate column, add up the total and convert into a grade using the mark-grade conversion guidelines.

Items to be assessed	Grade A+,A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
<p>Content (20 marks)</p>	<p>(80% and above)</p> <ul style="list-style-type: none"> ◆ The journal is extremely well compiled in terms of personal and critical reflections; ◆ All relevant theories and concepts are extremely well applied; ◆ The purpose of writing the journal is completely achieved. 	<p>(65% to 79%)</p> <ul style="list-style-type: none"> ◆ The journal is well compiled in terms of personal and critical reflections; ◆ Most theories and concepts are well applied; ◆ The purpose of writing the journal is achieved. 	<p>(50% - 64%)</p> <ul style="list-style-type: none"> ◆ The journal is sufficiently compiled in terms of personal reflections; ◆ Only some parts of the relevant theories and concepts are applied; ◆ The purpose of writing the journal is partially achieved. 	<p>(40% - 49%)</p> <ul style="list-style-type: none"> ◆ The journal is inadequately compiled in terms of personal and critical reflections; ◆ Only limited parts of the relevant theories and concepts are applied; ◆ The purpose of writing the journal is poorly achieved. 	<p>(39% and below)</p> <ul style="list-style-type: none"> ◆ The journal is very inadequately compiled in terms of personal and critical reflections; ◆ Extremely limited parts of the relevant theories and concepts are applied; ◆ The purpose of writing the journal is not achieved in any way.

<p>Language and style (10 marks)</p>	<p>(80% and above)</p> <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. 	<p>(65% to 79%)</p> <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. 	<p>(50% - 64%)</p> <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. 	<p>(40% - 49%)</p> <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. 	<p>(39% and below)</p> <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.
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Total marks: _____

Assessment form: In-class Essay (35%)

With reference to each item to be assessed, circle the marks in the appropriate column, add up the total and convert into a grade using the mark-grade conversion guidelines

Items to be assessed	Grade A+,A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Content (25 marks)	<p>(80% and above)</p> <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 	<p>(65% to 79%)</p> <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. 	<p>(50% - 64%)</p> <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. 	<p>(40% - 49%)</p> <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. 	<p>(39% and below)</p> <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 (10 marks)	<p>(80% and above)</p> <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 	<p>(65% to 79%)</p> <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 	<p>(50% - 64%)</p> <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 	<p>(40% - 49%)</p> <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 	<p>(39% and below)</p> <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.

	very concise, precise and varied; ♦ Style is highly appropriate	varied; ♦ Style is appropriate	somewhat concise, precise and varied; ♦ Style is somewhat appropriate	residual and editorial problems. ♦ Use of vocabulary is limited and repetitive ♦ Style is generally inappropriate	♦ Use of vocabulary is not concise, varied, and incomprehensible; ♦ Style is totally inappropriate
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Total marks _____

Part III

Keyword Syllabus

Structure and genres conventions; social messages reflected in crime literature; psychology and literature, reflection of human mind; literary analysis of concepts such as justice, morality and deviance; metaphor.

Reading List

Required Texts:

- Doyle, A. (1902). *The hound of the Baskervilles*. Harmondsworth: Penguin Popular Classics (1996). <http://www.literature.org/authors/doyle-arthur-conan/hound/>
- Grisham, J. (2002). *The summons*. London: Arrow Books (or New York: Doubleday).
- Stevenson, R. (1886). *Dr Jekyll and Mr Hyde*. Harmondsworth: Penguin Popular Classics (1994). <http://www.online-literature.com/stevenson/jekyllhyde/>

Grisham Films:

- (1988) *A Time to Kill* (PZ4 T564 1997) Starring Sandra Bullock, Samuel L. Jackson
- (1989) *The Firm* (PZ4 F567 1993) Starring Tom Cruise, Jeanne Tripplehorn, Ed Harris
- (1990) *The Pelican Brief* (PZ4 P45 1994) Starring Julia Roberts, Denzel Washington
- (1993) *The Clients* (PZ4 C545 1994) Starring Susan Sarandon, Tommy Lee Jones
- (1994) *The Chamber* (non-CityU copy) Starring Chris O'Donnell, Gene Hackman
- (1995) *The Rainmaker* (PZ4 R343 1998) Starring Matt Damon, Danny DeVito

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