

**City University of Hong Kong
Course Syllabus**

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

Part I Course Overview

Course Title: The English Novel

Course Code: EN3576

Course Duration: 1 Semester

Credit Units: 3 credits

Level: B2

Arts and Humanities

Study of Societies, Social and Business Organisations

Proposed Area:
(for GE courses only)

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

(A 150-word description about the course)

This course aims to introduce students to the history, styles, themes and development of the English novel, from the eighteenth century to the present. It will encourage the students to discover the ways human experience can be articulated through narratological devices such as perspective, voice, structure, metaphor and symbol as well as through the engagement with themes such as the nation, identity, language, history, and society. Theoretical introductions will give students a critical vocabulary that will allow them to discuss the texts in depth; readings of texts will allow them to examine the ways a particular genre functions and demonstrate how literature may embody as it produces 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 writers and texts and examine the social and political issues that contribute to the emergence of new literary forms.		X	X	
2.	Discuss the characteristics of major writers and texts and understand the interdisciplinary possibilities of creative texts.		X	X	
3.	Analyse the aesthetic and creative aspects of literature and culture by exploring themes and styles of diverse texts.		X	X	X
4.	Apply critical reading, thinking, and writing skills in interpreting literary and cultural texts.		X	X	X
		100%			

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

Attitude

A1: *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			
Reading analysis and discussion	Using relevant concepts and terms, students will analyse and reflect upon an array of texts in small group and whole-class settings.	X	X	X	X			
Peer-review meetings and discussion	In small peer-review groups, students will read and respond to one another's writing as a way to reflect upon and develop various stages of the writing process.	X	X	X	X			
In class writing and creative workshops	Students will document and reflect upon learning through writing activities and creative workshop projects.	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%								
Critical Essays	X	X	X	X			60%	Students will be asked to reflect and analyse particular issues germane to the novel. Students may be given the option to write a creative response for one of these assignments.
Reading Journal	X	X	X	X			20%	Students will keep a reading journal over the course of the semester in which they will record their responses and reflections on the texts they are reading
Participation and Completion of in class Class Writing Activities	X	X	X	X			20%	Students are expected to contribute to in-class discussions/workshops and to demonstrate their learning in reading relevant materials related to the texts. Short in-class writing assignments will also be given.
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. Critical Essays	Organization and Cohesion	The organization between sentences, paragraphs, and ideas is effective and smooth. The writing is cohesive and logically organized.	Organization supports thesis. Transitions between ideas are clear and functional. There is a sense of progression as the argument unfolds.	Elements of Marginal and Good	Some signs of logical organization. May have abrupt or illogical shifts and ineffective flow of ideas. Generally very choppy.	Ideas are not clearly contextualized. Unclear organization.
	Language and Style	Language is used effectively and with a high level of precision.	Almost all sentences are error free. There is a sense of precision in word choice. The writer successfully uses complex sentence structures to convey ideas.	Some minor mistakes remain but these do not confuse the reader or impede meaning. The writer attempts to use complex grammatical patterns to convey ideas.	Many sentences have mistakes, which causes strain for the reader. The meaning is sometimes distorted or unclear.	There are several mistakes in grammar and word choice, often impeding communication and causing severe strain for the reader.
	Thesis / Argument	The essay contains well thought-out ideas that are clearly expressed, original, and supported.	Thesis and purpose are clear and appropriate for the writing task. There is a sense of	Elements of Marginal and Good	Thesis and argument are vague or only loosely related to the writing task.	Reader cannot determine thesis & purpose OR thesis has no relation to the writing task

			originality in the purpose.			
	Engagement with the relevant texts	Shows a deep understanding of the relevant texts. Sophisticated reading/interpretative skills apparent.	The discussion of the primary texts is sufficiently detailed. There is a sense of the writer interpreting the text.	Elements of Marginal and Good	Some discussion of the relevant texts, but mostly in general and broad terms. Lacks details.	Very little if any engagement with the primary texts

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
2. Reading Journal	Content	The organization between sentences, paragraphs, and ideas is effective and smooth. The writing is cohesive and logically organized.	Organization supports thesis. Transitions between ideas are clear and functional. There is a sense of progression as the argument unfolds.	Elements of Marginal and Good	Some signs of logical organization. May have abrupt or illogical shifts and ineffective flow of ideas. Generally very choppy.	Ideas are not clearly contextualized. Unclear organization.
	Clarity and Precision of Language	Language is used effectively and with a high level of precision.	Almost all sentences are error free. There is a sense of precision in word choice. The writer successfully uses complex sentence	Some minor mistakes remain but these do not confuse the reader or impede meaning. The writer attempts to use complex grammatical patterns	Many sentences have mistakes, which causes strain for the reader. The meaning is sometimes distorted or unclear.	There are several mistakes in grammar and word choice, often impeding communication and causing severe strain for the reader.

			structures to convey ideas.	to convey ideas.		
	Engagement with the relevant texts	Shows a deep understanding of the relevant texts. Sophisticated reading/interpretative skills apparent.	The discussion of the primary texts is sufficiently detailed. There is a sense of the writer interpreting the text.	Elements of Marginal and Good	Some discussion of the relevant texts, but mostly in general and broad terms. Lacks details.	Very little if any engagement with the primary texts

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
3. 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

The novel, English literature, identity, culture

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.	Readings will be selected and made available by the instructor. These will include selections of classic works by authors such as Jane Austen, Mary Shelley, and John Steinbeck, and also contemporary works by writers such as Toni Morrison, Timothy Mo, and Arundhati Roy.
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2.2 Additional Readings

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

1.	Moore, Steven. <i>The Novel: An Alternative History, 1600-1800</i> . Bloomsbury, 2013.
2.	Pavel, Thomas G. <i>The Lives of the Novel: A History</i> . Princeton UP, 2015.
3.	Schmidt, Michael. <i>The Novel: A Biography</i> . Belknap Press, 2014.
4.	Watt, Ian. <i>The Rise of the Novel</i> . University of California Press, 2001.