

**City University of Hong Kong  
Course Syllabus**

offered by College/School/Department of     English      
with effect from Semester   A   2015 / 2016  

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**Part I Course Overview**

<b>Course Title:</b>	Medieval and Fantasy Literature
<b>Course Code:</b>	EN6515
<b>Course Duration:</b>	1 semester
<b>Credit Units:</b>	3
<b>Level:</b>	P6
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> (Course Code and Title)	<i>Nil</i>
<b>Precursors:</b> (Course Code and Title)	<i>Nil</i>
<b>Equivalent Courses:</b> (Course Code and Title)	<i>Nil</i>
<b>Exclusive Courses:</b> (Course Code and Title)	<i>Nil</i>

## Part II Course Details

### 1. Abstract

The course will look at a sample of European Medieval Literature, both in the original and in translation, and contemporary fantasy literature from a variety of countries. Texts will be examined, when relevant, in their historical context, and students will interpret and explore key themes, symbols and images in fantasy literature. 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. Discussions will address issues such as the place of religion, faith, fate and assimilation of pagan beliefs into literary forms, and how these have been used or subverted by modern writers and filmmakers.

### 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.	Analyse the key concepts related to medieval and fantasy literature, and the historical, political, and social issues that produced these texts		x	x	x
2.	Recognize formal elements and themes in medieval and fantasy literature and other cultural productions, relate them to major genres and theories, and examine structures, styles, and thematic elements, and to understand how fictive worlds are illustrative of the real world		x	x	x
3.	Discuss the contributions of emblematic writers of fantasy literature in English		x	x	x
4.	Use active learning as well as critical thinking and research skills to creatively and critically engage these texts on linguistic, literary, and socio-cultural levels		x	x	x
		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			
Lecture	Lectures about key concepts related to the special topic in English Literary Studies.	x						
Reading	Assigned reading		x					
Discussion	Class discussion and presentation		x	x	x			
Essay	Short critical essays and final research paper	x	x	x	x			
Workshop	Workshops and discussions related to the special topic in English Literary Studies			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: ____%								
<b>Critical essays</b> Students will be asked to write 2 short critical/reflective essays on specific topics throughout the semester	x	x	x	x			40%	
<b>Class discussions</b> Students are required to write one substantial final research paper on the topic of the course	x	x	x	x			20%	
<b>Final paper</b> Students are required to write one substantial final research paper on the topic of the course	x	x	x	x			40%	
Examination: ____% (duration: _____, if applicable)								
							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)
<b>1. Critical essays</b>		<p>The topic is extremely well-presented and analysed;</p> <p>All relevant information is excellently covered;</p> <p>The purpose of analysing and presenting the material is completely achieved;</p> <p>Style and tone are highly appropriate</p>	<p>The topic is competently presented and very well analysed;</p> <p>The information is sufficiently covered;</p> <p>The purpose of analysing and presenting the material is achieved;</p> <p>Style and tone are appropriate</p>	<p>The topic is adequately presented and is analysed reasonably well;</p> <p>Only part of the information is covered;</p> <p>The purpose of analysing and presenting the material is partially achieved;</p> <p>Style and tone are somewhat appropriate</p>	<p>The topic is sketchily presented and analysed inadequately presented;</p> <p>Only limited information is included;</p> <p>The purpose of analysing and presenting the material is not fully achieved at all;</p> <p>Style and tone are inappropriate</p>	<p>The topic is highly inadequate in its presentation and is very badly analysed;</p> <p>Very limited or inaccurate information is included;</p> <p>The purpose of analysing and presenting the material is not achieved in any way;</p> <p>Style and tone are completely inappropriate</p>
<b>2. Class Discussion</b>		<p>The topic is extremely well-presented and analysed;</p> <p>All relevant information is excellently covered;</p>	<p>The topic is competently presented and very well analysed;</p> <p>The information is sufficiently covered;</p>	<p>The topic is adequately presented and is analysed reasonably well;</p> <p>Only part of the information is covered;</p>	<p>The topic is sketchily presented and analysed inadequately presented;</p> <p>Only limited information is included;</p>	<p>The topic is highly inadequate in its presentation and is very badly analysed;</p> <p>Very limited or inaccurate information is included;</p>

		<p>The purpose of analysing and presenting the material is completely achieved;</p> <p>Style and tone are highly appropriate</p>	<p>The purpose of analysing and presenting the material is extremely well-presented and analysed;</p> <p>Style and tone are appropriate</p>	<p>The purpose of analysing and presenting the material is partially achieved;</p> <p>Style and tone are somewhat appropriate</p>	<p>The purpose of analysing and presenting the material is not fully achieved at all;</p> <p>Style and tone are inappropriate</p>	<p>The purpose of analysing and presenting the material is not achieved in any way;</p> <p>Style and tone are completely inappropriate</p>
<b>3. Final Paper</b>		<p>The topic is extremely well-presented and analysed;</p> <p>All relevant information is excellently covered;</p> <p>The purpose of analysing and presenting the material is completely achieved;</p> <p>Style and tone are highly appropriate</p>	<p>The topic is competently presented and very well analysed;</p> <p>The information is sufficiently covered;</p> <p>The purpose of analysing and presenting the material is achieved;</p> <p>Style and tone are appropriate</p>	<p>The topic is adequately presented and is analysed reasonably well;</p> <p>Only part of the information is covered;</p> <p>The purpose of analysing and presenting the material is partially achieved;</p> <p>Style and tone are somewhat appropriate</p>	<p>The topic is sketchily presented and analysed inadequately presented;</p> <p>Only limited information is included;</p> <p>The purpose of analysing and presenting the material is not fully achieved at all;</p> <p>Style and tone are inappropriate</p>	<p>The topic is highly inadequate in its presentation and is very badly analysed;</p> <p>Very limited or inaccurate information is included;</p> <p>The purpose of analysing and presenting the material is not achieved in any way;</p> <p>Style and tone are completely inappropriate</p>

**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.)

Medieval literature, Old English, Old Norse, Fantasy Literature in English, Christianity, history and literature, novel, poetry, film, graphic novels, cult fiction, character analysis, exploration of socio-cultural and political themes in fantasy literature; new media, documentary, English Literature, American Literature, hybridity, film.

**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.	Alexander, Michael. <i>The Earliest English Poems</i> . Penguin. 2006.
2.	Armitage, Simon. <i>Sir Gawain and the Green Knight</i> . Faber and Faber. 2009.
3.	Lee and Solopova, <i>The Keys to Middle Earth</i> , Palgrave Macmillan, 2005.
4.	Lewis, C.S. <i>The Chronicles of Narnia</i> .
5.	Shippey, Tom. <i>J. R. R. Tolkien: Author of the Century</i> . Harpercollins 2000.
6.	Shippey, Tom. <i>The Road to Middle-earth: How J. R. R. Tolkien created a new mythology</i> . 3 <sup>rd</sup> Ed. Harpercollins. 2005
7.	Tolkien, J.R.R. <i>The Hobbit</i> . Allen and Unwin, 1936.
8.	Tolkien, J.R.R. <i>The Lord of the Rings</i> . Allen and Unwin.

**2.2 Additional Readings**

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

1.	Auden, W.H.& Taylor, P.B. <i>Havamal, Words of the High One</i> .
2.	Auden, W.H. <i>Collected Poems</i> . Faber and Faber. 2004.
3.	Barron, N (ed). <i>Fantasy and Horror: A Critical and Historical Guide to Literature, Illustration, Film, TV, Radio, and the Internet</i> . Lanham, MD.: Scarecrow Press. 1999.

4.	Bloom, H (ed). <i>Modern Fantasy Writers</i> . New York: Chelsea House. 1994.
5.	Bridger, F. <i>A Charmed Life: The Spirituality of Potterworld</i> . New York: Doubleday. 2002.
6.	Brooks, Terry. <i>The Sword of Shannara</i> . Ballantine. 1997.
7.	Campbell, Joseph. <i>The Hero with a Thousand Faces</i> . 1949.
8.	Gemmell, David. <i>Ghost King</i> . Del Ray. 1988.
9.	Heilman, E.E. (ed). <i>Harry Potter's World: Multidisciplinary Critical Perspectives</i> . New York: Routledge. 2003.
10.	Kern, E.M. <i>The Wisdom of Harry Potter: What our Favourite Hero Teaches us About Moral Choices</i> . New York: Prometheus Books. 2003.
11.	Manlove, C. <i>From Alice to Harry Potter: Children's Fantasy in England</i> . New Zealand: Cybereditions. 2003.
12.	Howard, Robert. E. <i>Chronicles of Conan</i> .
13.	Martin, George R.R., <i>A Game of Thrones</i> . Bantum Spectra. 1996.
14.	Mathews. R. <i>Fantasy: The Liberation of Imagination</i> . London: Prtentice-Hall. 1997.
15.	Morgan, Edwin. <i>Beowulf, a Verse Translation</i> . Hand and Flower, 1952.
16.	Myers, D. <i>C.S. Lewis in Context</i> . Kent, Ohio: Kent State University Press. 1994.
17.	Purtill, R L . <i>J R R Tolkien: Myth, Morality and Religion</i> . San Francisco: Ignatius Press. 2003
18.	Rosebury, B . <i>Tolkien: A Cultural Phenomenon</i> . New York: Palgrave. 2003
19.	Rowling, J.K. <i>Harry Potter and the Philosopher's Stone</i> . Bloomsbury. 1997.
20.	Sandner, D . <i>Fantastic Literature: A Critical Reader</i> . USA: Praeger. 2004
21.	Shippey, Tom. <i>J. R. R. Tolkien: Author of the Century</i> . Harpercollins 2000.
22.	Shippey, Tom. <i>Roots and Branches</i> . Walking Tree Press. 2007.

23.	Sturluson, Snorri. <i>Laxdaela Saga</i> .
24.	Sturluson, Snorri. <i>Prose Edda</i> .
25.	Sturluson, <i>Poetic Edda</i> .
26.	Tolkien, J.R.R. <i>Pearl</i> .