

**The Hong Kong Polytechnic University**

**Subject Description Form**

*Please read the notes at the end of the table carefully before completing the form.*

<b>Subject Code</b>	ENGL2A08
<b>Subject Title</b>	To love, or not to love – Understanding human relationships through literary texts
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	The following students are not allowed to take this subject: - All ENGL students - Students of programme-streams: 71418
<b>Objectives</b>	<p>The subject aims at raising students' awareness of human relationships through exposure to three domains of literary texts written in/translated into English: fiction, poetry and drama. Students will be introduced to well-known, mainstream texts about various human bonds, and through the process of literary appreciation learn how human nature can be depicted verbally and literarily from various angles.</p> <p>Students doing this course are also encouraged to read extensively in English and hence their English standard is expected to be promoted upon completion of this course.</p> <p>This subject is designed for those who have no experience of studying English literature, but would like to extend their knowledge into this area and are interested in human relationships. Students will be given the basic socio-historical/cultural background needed to understand works discussed, and practise the library and Internet skills needed to explore the background to the texts. It is hoped that the experience will motivate students and introduce them to the pleasure of reading literature in English.</p>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"><li>- develop an appreciation of human relationships and hence acquire a more thorough understanding of the world and distinct cultures through literature;</li><li>- demonstrate an outward-looking vision and sensitivity in dealing with human mental issues in the light of the historical and cultural background of selected literary texts;</li><li>- gain more confidence in reading English texts, especially literary texts and become self-motivated readers; and</li><li>- acquire better library and Internet research skills, particularly in the area of checking cultural illusions and historical background.</li></ul>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<p>A. General skills for literary studies: an brief overview</p> <p>B. Human relationships through three literary genres: &lt;GENRE 1: FICTION&gt;</p> <ul style="list-style-type: none"><li>a. Introduction: Story-reading as a window on the world</li><li>b. Fraternal love/hatred/jealousy</li><li>c. Parents and children</li></ul>

	<p>d. Extra-marital affairs e. Special topic: Hypergamy in 19<sup>th</sup> century British novels</p> <p>&lt;GENRE 2: POETRY&gt;</p> <p>a. Love ... in various forms b. Life and Death c. Nature and Human Pride d. Women and Marriage e. Childhood f. "Alternative" Poems</p> <p>&lt;GENRE 3: DRAMA&gt;</p> <p>a. Introduction: Reading drama VS Seeing a Play b. Love at first sight c. Men as authority VS Women as a united front ... against men d. Special topic: Romance in Shakespearean comedies and tragedies</p>																																																				
<p><b>Teaching/Learning Methodology</b> <i>(Note 3)</i></p>	<p>Input will be in the form of lectures, seminars and pre-lecture reading tasks. Lectures will be illustrated with PowerPoint slide shows and supplementary materials including videos, images and sound-recordings, while interactive activities are expected during seminar presentations. Students will be required to read independently outside class, and to research background information when requested by the lecturer.</p>																																																				
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i></p>	<table border="1" data-bbox="517 902 1455 1512"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Mid-Term Literary Analysis [500 words] <b>(ER)</b></td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Seminar Presentation <b>(ER)</b></td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Final Paper [2500 words] <b>(EW &amp; ER)</b></td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Tasks 1 (Mid-term literary analysis) and 3 (Final paper) are assessed through individual contribution, while Task 2 (Seminar presentation) requires collaborative efforts.</p> <p>Mid-term literary analysis draws on students' ability to interpret and identify major thematic issues in a given literary text (usually a short story). Building on the mid-term assignment, final paper constitutes an extended writing task involving an extensive literature research, synthesis and evaluation of theories and cultural-historical issues covered in the subject. Seminar presentation is a group oral task where students are required to work on a weekly theme in groups and present their ideas to audience interactively.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Mid-Term Literary Analysis [500 words] <b>(ER)</b>	20%	✓	✓	✓	✓			2. Seminar Presentation <b>(ER)</b>	20%	✓	✓	✓	✓			3. Final Paper [2500 words] <b>(EW &amp; ER)</b>	60%	✓	✓	✓	✓			<b>Total</b>	<b>100 %</b>						
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<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p>																																																				
	<ul style="list-style-type: none"> <li>Lectures (13 x 2 hours)</li> </ul>					<p>26 Hrs.</p>																																															

	<ul style="list-style-type: none"> <li>• Seminars (13 x 1 hour)</li> </ul>	13 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>• Assignments and Individual reading / Private study</li> </ul>	78 Hrs.
	Total student study effort	117 Hrs.
<b>Reading List and References</b>	<p><b>Please indicate clearly in this section if the subject should have an “R” designation. If so, subject proposers should also indicate clearly which items on the Reading List constitute the expected reading requirement and include the page numbers.</b></p> <p>This subject should have an “R” Designation.</p> <p>The following reading materials fulfil the ER designation (a reading of an extensive text of 100,000 words or 200 pages) and form an integral component of the mid-term test and the term paper:</p> <ol style="list-style-type: none"> <li>1. Brontë, Charlotte. <i>Jane Eyre</i>. New York: Signet Classic, 1997. Web. - 461 pages</li> <li>2. Gore, Catherine Grace Frances. <i>Pin Money</i>. Vol. 1. 3 vols. London: Henry Colburn and Richard Bentley, 1831. Print. - 331 pages</li> <li>3. Lawrence, D. H. <i>Sons and Lovers</i>. New York: Mitchell Kennerley, 1913. Web. - 517 pages</li> </ol> <p>A selection of representative texts including short stories, novels (full and extracts), poems and written and performed plays) from the classical age to the 20<sup>th</sup> century, supplied by the English Department. The texts supplied and/or chosen will be i) all in English by both English- and non-English speaking writers and ii) works translated into English from other languages.</p> <p>References:</p> <p>A. General skills for literary studies: an brief overview</p> <ol style="list-style-type: none"> <li>1. Kastan, David Scott. <i>The Oxford Encyclopedia of British Literature</i>. Oxford: Oxford University Press, 2006. Web. 14 July 2014.</li> <li>2. Kennedy, X. J., and Dana Gioia, eds. <i>Literature: An Introduction to Fiction, Poetry, Drama, and Writing</i>. 12th ed. Boston: Pearson, 2013. Print.</li> </ol> <p>B. Specific reading materials for the three designated literary genres</p> <ol style="list-style-type: none"> <li>1. Booth, Alison, and Kelly J. Mays, eds. “Drama”. <i>The Norton Introduction to Literature</i>. Shorter 10th ed. New York: W. W. Norton &amp; Co, 2010. 992-1652. Print.</li> <li>2. --. “Poetry”. <i>The Norton Introduction to Literature</i>. Shorter 10th ed. New York: W. W. Norton &amp; Co, 2010. 598-988. Print.</li> <li>3. Brontë, Charlotte. <i>Jane Eyre</i>. New York: Signet Classic, 1997. Web.</li> <li>4. “Day 10: Concrete Poetry (Calligrams).” <i>Mrs Effie’s Lifesavers</i>. 9 Dec. 2013. Web. 25 Aug. 2013.</li> <li>5. Edmondson, Henry T., ed. <i>The Moral of the Story: Literature and Public Ethics</i>. Lanham: Lexington Books, 2000. Print. Applications of Political Theory.</li> <li>6. Gore, Catherine Grace Frances. <i>Pin Money</i>. Vol. 1. 3 vols. London: Henry Colburn and Richard Bentley, 1831. Print.</li> </ol>	

	<ol style="list-style-type: none"> <li>7. Hunter, J. Paul, ed. <i>The Norton Introduction to Poetry</i>. 6th ed. New York: W.W. Norton, 1996. Print.</li> <li>8. Lawrence, D. H. <i>Sons and Lovers</i>. New York: Mitchell Kennerley, 1913. Web.</li> <li>9. Lawrence, D. H. "Odour of Chrysanthemums." <i>The Prussian Officer and Other Stories</i>. London: Duckworth and Co., 1914. 281–310. Print.</li> <li>10. Maupassant, Guy de. <i>Pierre and Jean</i>. Trans. Leonard Tancock. Harmondsworth: Penguin Books, 1979. Web.</li> <li>11. Rhys, Jean. <i>Quartet</i>. London: Penguin Classics, 2000. Print.</li> <li>12. Simonds, Wendy, and Barbara Katz Rothman. <i>Centuries of Solace: Expressions of Maternal Grief in Popular Literature</i>. Philadelphia: Temple University Press, 1992. Print. Health, Society, and Policy.</li> <li>13. Stam, Robert, and Alessandra Raengo, eds. <i>A Companion to Literature and Film</i>. Oxford: Blackwell Publishing Ltd, 2004. Web. 14 July 2014.</li> <li>14. White, Nicholas. <i>The Family in Crisis in Late Nineteenth-Century French Fiction</i>. Cambridge; New York: Cambridge University Press, 1998. <i>Open WorldCat</i>. Web. 16 Oct. 2014.</li> </ol> <p>C. Other supplementary materials</p> <ol style="list-style-type: none"> <li>1. <i>An Introduction to Literature: Fiction, Poetry, Drama</i>. 12th ed. New York: Longman, 2001. Print.</li> <li>2. Levander, Caroline Field, and Robert S. Levine, eds. <i>Companion to American Literary Studies</i>. Malden, MA: John Wiley &amp; Sons, 2011. Print.</li> <li>3. "MLA International Bibliography." EBSCOhost. Web. 24 Aug. 2013.</li> <li>4. <i>The Norton Anthology of English Literature</i>. W. W. Norton &amp; Company, Inc. 2013. Web. 24 Aug. 2013.</li> </ol>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.