

<b>Subject Code</b>	ENGL3014
<b>Subject Title</b>	Literature in English: An Introduction
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	None
<b>Objectives</b>	This course provides students with a basic knowledge of literature in English, covering works of fiction and other literary prose (including formal speeches), as well as poetry and drama. Students gain practice in analyzing the significance of each literary work for its time and also for our present generation. Students will also acquire basic techniques and language skills for literary appreciation. There is also a strong emphasis on reading literary works from different time periods and different cultural backgrounds to help students broaden and deepen their understanding of the human experience.
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <p><b>Category A: Professional/academic knowledge and skills</b></p> <ol style="list-style-type: none"> <li>critically interpret literary works—and by extension other forms of texts with embedded subtexts, including advertising and marketing materials, public speeches, and even casual conversations;</li> <li>use literary devices such as symbolism, allegory and other forms of figurative speech as tools for probing social and psychological issues;</li> <li>write coherent reviews and critiques of literary and other creative works;</li> </ol> <p><b>Category B: Attributes for all-roundedness</b></p> <ol style="list-style-type: none"> <li>form reading habits that expose them to a wide range of human experiences;</li> <li>appreciate the role of literature as a powerful and creative medium to share thoughts, feelings and insights into human nature;</li> <li>develop a more mature and reflective attitude to life—including being more understanding of their own strengths and shortcomings, as well as those of others.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p><b>1. Introduction: Reasons for Studying Literature</b></p> <ol style="list-style-type: none"> <li>Better understanding of human nature</li> <li>Better understanding of self and others</li> <li>Greater understanding of how different individuals/societies cope with changing circumstances</li> </ol>

- d. Greater appreciation for oral and written literary traditions that provide us with records of familiar and unfamiliar experiences that could in appropriate circumstances serve as possible roadmaps in our own lives
- e. Greater appreciation for the literary devices that prove effective in preserving some of life's precious lessons in unforgettable lines and memorable narratives

**2. Understanding Fiction**

- a. Analyzing plot and theme
- b. Analyzing character
- c. Analyzing setting
- d. Analyzing point of view
- e. Analyzing symbolism

**3. Understanding Poetry**

- a. Analyzing symbolism, imagery and figures of speech
- b. Analyzing allegory, parodies and poetic forms
- c. Comparing poetry in English with poetry in other languages

**4. Understanding Drama**

- a. Appreciating great drama
- b. Analyzing a Shakespearean tragedy/comedy
- c. Reinterpreting a Renaissance play for a twenty-first century audience
- d. audience

**5. Using Creative Language in Everyday Life**

- a. Using witty and creative language on the air and in the press
- b. Using persuasive language in politics, marketing and advertising
- c. Using humor in formal and informal settings

**Teaching/ Learning Methodology**

Teaching will be in the form of lectures, seminars and pre-lecture reading tasks. Lectures will be illustrated with PowerPoint slide shows and supplementary class activities including video-viewing and in-class reading/discussion. More student-led 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 instructor.

**Assessment Methods in Alignment with Intended Learning Outcomes**

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	F
1. Mid-term comparative analysis	20%	✓	✓	✓	✓	✓	✓
2. Student-led literary study	30%	✓	✓	✓	✓	✓	✓
3. Final Paper: Critical essay	50%	✓	✓	✓	✓	✓	✓
Total	100 %						

All the above assessment methods/tasks require students to engage in reflective, analytical and integrative thinking. The different tasks combined require students to: (1) read a wide range of literary styles ranging from fiction to poetry to drama, (2) demonstrate their understanding of significant themes and literary devices used in different literary traditions and genres in the form of oral presentations and written assignments, and (3) cultivate both an appreciative and critical ear-and-eye for creative and effective use of language. In the process of fulfilling the above requirements, students will develop greater awareness of their own inner thoughts, feelings and value systems, as well as greater sensitivity to the socio-psycho-emotional needs of fellow

	human beings.	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	39 Hrs.
	▪ Seminars	0 Hrs.
	Other student study effort:	
	▪ Private study	58 Hrs.
	▪ Take-home assignments	29 Hrs.
	Total student study effort	126 Hrs.
<b>Reading List and References</b>	<b>1. Sources for works of fiction, poetry and plays</b>	
	<p>Bausch, Richard, and R. V. Cassill, eds. <i>The Norton Anthology of Short Fiction</i>. Shorter eighth edition. New York London: W.W. Norton &amp; Company, 2015. Print.</p> <p>Barnet, Sylvan, William E. Burto &amp; William E. Cain (eds.). 2010. <i>An Introduction to Literature</i> (16<sup>th</sup> ed.). 2010. Longman.</p> <p>Baym, Nina (ed.). 2008. <i>The Norton Anthology of American Literature</i>, volumes 1 &amp; 2, 7<sup>th</sup> edition. New York: W.W. Norton.</p> <p>Cuddon, John A., Rafey Habib, and Matthew Birchwood. <i>The Penguin Dictionary of Literary Terms and Literary Theory</i>. 5. ed. London: Penguin Books, 2014. Print. Penguin Reference Library.</p> <p>Ferguson, Margaret W., Mary Jo Salter, and Jon Stallworthy, eds. <i>The Norton Anthology of Poetry</i>. 5th ed. New York: W.W. Norton, 2005. Print.</p> <p>Gainor, J. Ellen, Stanton B Garner, and Martin Puchner. <i>The Norton Anthology of Drama</i>. N.p., 2014. Print.</p> <p>Gates, Jr., Henry Louis &amp; Nellie Y. McKay (eds.). 2004. <i>The Norton Anthology of African American Literature</i>, 2<sup>nd</sup> edition. New York: W.W. Norton.</p> <p>Meyer, Michael (ed.). 2008. <i>The Bedford Introduction to Literature: Reading, Thinking and Writing</i>, 8<sup>th</sup> edition. Boston/New York: Bedford/St. Martin's Press.</p> <p>Prasad, Chandra (ed.). 2006. <i>Mixed: An Anthology of Short Fiction on the Multiracial Experience</i>. New York: W.W. Norton.</p> <p>Wong, Shawn. 1997. <i>Asian American Literature: A Brief Introduction and Anthology</i>.</p>	
	<b>2. Additional readings for multicultural perspectives</b>	
	<p>Mori, Toshio. 1985. <i>Yokohama, California</i>. Seattle: University of Washington Press.</p> <p>Takaki, Ronald. 1998. <i>Strangers from a Different Shore: A History of Asian Americans</i>. Updated and revised version. Back Bay Books.</p> <p>Tan, Amy. 1989. <i>The Joy Luck Club</i>. G.P. Putnam's Sons.</p>	

### 3. Some useful weblinks

Anton Chekov:

<http://www.bedfordstmartins.com/introduction%5Fliterature/fiction/chekhov.htm>

Felix Cheong:

<http://www.postcolonialweb.org/singapore/literature/poetry/cheong/shadow.html>

Kate Chopin:

<http://www.bedfordstmartins.com/introduction%5Fliterature/fiction/chopin.htm>

e.e. cummings:

<http://www.bedfordstmartins.com/introduction%5Fliterature/poetry/cummings.htm>

Charles Dickens:

<http://www.worldwideschool.org/library/books/lit/charlesdickens/HardTimes/chap1.html>

William Faulkner:

[http://www.bedfordstmartins.com/meyer/bedintrolit/con\\_index.htm?99xex](http://www.bedfordstmartins.com/meyer/bedintrolit/con_index.htm?99xex)

<http://www.bedfordstmartins.com/introduction%5Fliterature/fiction/faulkner.htm>

Robert Frost:

[http://www.bedfordstmartins.com/meyer/bedintrolit/con\\_index.htm?99xex](http://www.bedfordstmartins.com/meyer/bedintrolit/con_index.htm?99xex)

Maxine Hong Kingston:

<http://www.humboldt.edu/~jk35/noname.html>

Edgar Allen Poe:

<http://www.heise.de/ix/raven/Literature/Lore/TheRaven.html>

[http://en.wikipedia.org/wiki/The\\_Raven](http://en.wikipedia.org/wiki/The_Raven) (google 'raven poe videos')

William Shakespeare:

[http://www.bedfordstmartins.com/meyer/bedintrolit/con\\_index.htm?99xex](http://www.bedfordstmartins.com/meyer/bedintrolit/con_index.htm?99xex)

David T.K. Wong:

<http://www.davidtkwong.com/HKS/BloodDebt.pdf>

Glossary of terms:

[http://www.bedfordstmartins.com/meyer/bedintrolit/con\\_index.htm?99xex](http://www.bedfordstmartins.com/meyer/bedintrolit/con_index.htm?99xex)

Poetry tutorial:

<http://bcs.bedfordstmartins.com/virtualit/default.asp?uid=0&rau=0>

	Filipino poetry: <a href="http://www.panitikan.com.ph/poetry/seafaring.htm">http://www.panitikan.com.ph/poetry/seafaring.htm</a> Young poets (Singapore): <a href="http://www.postcolonialweb.org/singapore/literature/poetry/gallery.html">http://www.postcolonialweb.org/singapore/literature/poetry/gallery.html</a>
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Revise by Angela Tse, April 2017