

<b>Subject Code</b>	ENGL 345
<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</b>	<ol style="list-style-type: none"> <li><b>Introduction: Reasons for Studying Literature</b> <ul 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> <li>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</li> <li>Greater appreciation for the literary devices that prove effective in preserving some of life's precious lessons in unforgettable lines and memorable narratives</li> </ul> </li> <li><b>Understanding Fiction</b></li> </ol>

	<ul style="list-style-type: none"> <li>• Analyzing plot and theme</li> <li>• Analyzing character</li> <li>• Analyzing setting</li> <li>• Analyzing point of view</li> <li>• Analyzing symbolism</li> </ul> <p><b>3. Understanding Poetry</b></p> <ul style="list-style-type: none"> <li>• Analyzing symbolism, imagery and figures of speech</li> <li>• Analyzing allegory, parodies and poetic forms</li> <li>• Comparing poetry in English with poetry in other languages</li> </ul> <p><b>4. Understanding Drama</b></p> <ul style="list-style-type: none"> <li>• Appreciating great drama</li> <li>• Analyzing a Shakespearean tragedy/comedy</li> <li>• Reinterpreting a Renaissance play for a twenty-first century audience</li> </ul> <p><b>5. Using Creative Language in Everyday Life</b></p> <ul style="list-style-type: none"> <li>• Using witty and creative language on the air and in the press</li> <li>• Using persuasive language in politics, marketing and advertising</li> <li>• Using humor in formal and informal settings</li> </ul>																						
<p><b>Teaching/ Learning Methodology</b></p>	<ul style="list-style-type: none"> <li>• Lecture presentations using powerpoints, handouts and web-based resource materials.</li> <li>• In-class discussions and assignments on how to analyze works of fiction, poetry and drama (continuous assessment throughout the semester).</li> <li>• Poem appreciation paper analyzing a major theme/motif in a poem, and identifying the literary devices that make the poem memorable (due Week 10).</li> <li>• Student presentations focusing on literary analyses—this activity helps foster independent critical thinking skills as well as effective public speaking skills. A total of two presentations—one in Week 7 (analyzing a work of fiction) and one in Week 13/14 (reviewing/critiquing a play).</li> <li>• An extended writing assignment in the form of a review/critique of a drama performance, either video-recorded or live (due Week 15).</li> </ul>																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1"> <thead> <tr> <th data-bbox="459 1637 783 1839" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="783 1637 938 1839" rowspan="2">% weighting</th> <th colspan="6" data-bbox="938 1637 1378 1771">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="938 1771 1002 1839">a</th> <th data-bbox="1002 1771 1070 1839">b</th> <th data-bbox="1070 1771 1145 1839">c</th> <th data-bbox="1145 1771 1225 1839">d</th> <th data-bbox="1225 1771 1305 1839">e</th> <th data-bbox="1305 1771 1378 1839">f</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 1839 783 2033">1. Active participation in class discussions, role-plays, written assignments and groupwork.</td> <td data-bbox="783 1839 938 2033">15%</td> <td data-bbox="938 1839 1002 2033">✓</td> <td data-bbox="1002 1839 1070 2033">✓</td> <td data-bbox="1070 1839 1145 2033">✓</td> <td data-bbox="1145 1839 1225 2033">✓</td> <td data-bbox="1225 1839 1305 2033">✓</td> <td data-bbox="1305 1839 1378 2033">✓</td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Active participation in class discussions, role-plays, written assignments and groupwork.	15%	✓	✓	✓	✓	✓	✓
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																			
		a	b	c	d	e	f																
1. Active participation in class discussions, role-plays, written assignments and groupwork.	15%	✓	✓	✓	✓	✓	✓																

	2. Powerpoint presentation analyzing a work of fiction (groupwork— maximum 3 students per group)	25%	✓	✓	✓	✓	✓	✓
	3. Poem appreciation paper (individual work)	20%	✓	✓	✓	✓	✓	✓
	4. Oral presentation: reviewing/critiquing a playscript or drama performance (either individual work or pairwork)	15%	✓	✓	✓	✓	✓	✓
	5. Final project paper: reviewing/critiquing a playscript or drama performance (individual work)	25%	✓	✓	✓	✓	✓	✓
	<b>Total</b>	<b>100 %</b>						
	<p>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.</p>							
<b>Student Study Effort Required</b>	Class contact:							
	▪ Lectures	26 Hrs.						
	▪ Seminars	13 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>Barnet, Sylvan, William E. Burto &amp; William E. Cain (eds.). 2010. <i>An Introduction to Literature</i> (16<sup>th</sup> ed.). 2010. Longman.          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.          Gates, Jr., Henry Louis &amp; Nellie Y. McKay (eds.). 2004. <i>The Norton Anthology</i></p>							

*of African American Literature*, 2<sup>nd</sup> edition. New York: W.W. Norton.  
Meyer, Michael (ed.). 2008. *The Bedford Introduction to Literature: Reading, Thinking and Writing*, 8<sup>th</sup> edition. Boston/New York: Bedford/St. Martin's Press.  
Prasad, Chandra (ed.). 2006. *Mixed: An Anthology of Short Fiction on the Multiracial Experience*. New York: W.W. Norton.  
Wong, Shawn. 1997. *Asian American Literature: A Brief Introduction and Anthology*.

## **2. Additional readings for multicultural perspectives**

Mori, Toshio. 1985. *Yokohama, California*. Seattle: University of Washington Press.  
Takaki, Ronald. 1998. *Strangers from a Different Shore: A History of Asian Americans*. Updated and revised version. Back Bay Books.  
Tan, Amy. 1989. *The Joy Luck Club*. G.P. Putnam's Sons.

## **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:

	<p><a href="http://www.bedfordstmartins.com/meyer/bedintrolit/con_index.htm?99xex">http://www.bedfordstmartins.com/meyer/bedintrolit/con_index.htm?99xex</a></p> <p>David T.K. Wong:  <a href="http://www.davidtkwong.com/HKS/BloodDebt.pdf">http://www.davidtkwong.com/HKS/BloodDebt.pdf</a></p> <p>Glossary of terms:  <a href="http://www.bedfordstmartins.com/meyer/bedintrolit/con_index.htm?99xex">http://www.bedfordstmartins.com/meyer/bedintrolit/con_index.htm?99xex</a></p> <p>Poetry tutorial:  <a href="http://bcs.bedfordstmartins.com/virtualit/default.asp?uid=0&amp;rau=0">http://bcs.bedfordstmartins.com/virtualit/default.asp?uid=0&amp;rau=0</a></p> <p>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></p>
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Prepared by Gillian Humphreys; Revised by Foong Ha Yap, June 2014