

B.A. (Honours) in Contemporary English Studies

Course Title	: Literary Analysis II
Course Code	: ENG2107
Recommended Study Year	: 2 nd Year
No. of Credits/Term	: 3
Mode of Tuition	: Lecture-tutorial mode
Class Contact Hours	: 2-hour lecture per week 1-hour tutorial per week
Category	: Required Course
Prerequisite(s)	: Nil
Co-requisite(s)	: Nil
Exclusion(s)	: Nil
Exemption Requirement(s)	: Nil

Brief Course Description

ENG2107 is the second part of a year-long introduction to the study of literature in English. As opposed to prose fiction which is covered in ENG2106, the focus of this half is on drama and poetry which call for very different methods of reading and interpretation. In terms of drama, attention will be drawn not only to plot structure and character development but also to the dominant use of dialogue, stage direction and other features that are unique to the art of theatre. As to poetry, this course will explore how those special uses of language (metrics, imagery, tropes etc.) contribute to the literary communication of meaning. Students will be asked to argue about the selected poems and plays in oral presentations or formal essays and support those arguments with evidence drawn from the texts.

Aims

The course aims to achieve the following:

1. to develop the skills of literary analysis and practical criticism;
2. to develop an awareness of the genres that constitute literary forms;
3. to enhance student competence in speaking and writing about poetry and drama;
4. to develop an appreciation of poetry and drama in English;
5. to develop independent reading habits of English poetry and drama in general.

Learning Outcomes

Upon completion of the course, students should:

1. be able to comprehend the assigned texts;
2. be able to use relevant theoretical concepts that can facilitate a structured understanding of poetry and drama;
3. be able to identify and describe major generic and structural features of poetry and drama;
4. be able to relate poetic and dramatic texts to their social and historical contexts;
5. be able to write well-argued critical essays on poetry and drama.

Indicative Contents

1. Introduction to the study of poetry and drama;
2. Presentation of texts chosen from various sources to provide extensive and intensive practice in responding to and analyzing poetry and drama;
3. Necessary background to the chosen poetic and dramatic texts;
4. Presentation of the common critical vocabulary and terms used in the discussion of poetry and drama;
5. Strategies and techniques for speaking and writing about poetry and drama.

Teaching Method

The instructor and students meet for large-class lectures as well as small-group tutorials. In the lectures, the instructor will present the particular features of poetry and drama and various tools of analysis with reference to the chosen texts. As many, if not all, of the students have little previous exposure to the literature of the English-speaking world, the lecture mode will offer an efficient way of providing the necessary layer of cultural and historical knowledge. The tutorials will encourage explorations beyond what has been presented in the lectures and provide opportunities to practice and rehearse the skills of analysis. There will be a gradual shift in the course from teacher-led instruction to student-centered activities that encourage student independence and self-confidence in talking and writing about poetry and drama. Students will be required to read and write about designated literary texts as course assignments.

Measurement of Learning Outcomes

The progress and achievement in learning will be gauged through class discussions, presentations, essay writing and a final examination.

Students' ability to comprehend the assigned class will be assessed in the two short essays (Assessment Tasks 1 & 2) as well as in the examination (Assessment Task 3). In each of these assessments, students will analyze a number of texts that have been covered in course. (LO1)

Students' understanding of the relevant theoretical concepts and the major structural and generic features of a poetic or dramatic is also assessed in Assessment Task 1 and 2 respectively. In the first essay, students will need to discuss and explain the critical terms taught in the course, with reference to how they may be applied to a poem. In the second essay, students will need to compare and contrast a play covered in the course with an outside text, using the critical concepts taught in the drama module. The final exam contains sections that cover both poetry and drama. (LO2, LO3)

Students' ability to relate poetic and dramatic texts to their social and historical contexts is assessed in Assessment Tasks 2 and 3. For the essay, students will need to conduct small-scale research on the historical background of the text, the author, and (if applicable) specific performances of the play. Students are also expected to connect their argument with their knowledge of the specific historical, social, and theoretical contexts of the poems or plays in the examination. (LO4)

Finally, students' ability able to write well-argued critical essays on poetry and drama is developed throughout the course and assessed in all three Assignment Tasks, which take the form of the essay. (LO5)

Assessment

Continuous Assessment: 60%

Participation and Team Spirit (12 points):

Students are expected to actively participate in classroom discussions. Marks for this category will also take into account students' willingness to work with their group mates as a team.

Assessment Task #1 (24 points):

Concepts and their applications – write a response paper to discuss critical terms in relation to the texts which have been covered in the first unit of the course.

Assessment Task #2 (24 points):

Write a brief essay, comparing two different plays in terms of theme (content) or style (form). In addition to the primary texts, secondary sources related to the writer (autobiography, personal letters, critical essays) should also be taken into consideration.

Final Examination: 40%

Assessment Task #3:

1. Read the given excerpts from the plays covered in this course and comment on their thematic or stylistic significance to the respective text as a whole (20 points)
2. Make an extensive critical response to two selected poems that are thematically related (20 points)

Alignment of Intended Learning Outcomes and Assessment Tasks

Intended Learning Outcomes	Assessment Tasks
ILO1 (be able to comprehend the assigned texts)	AT1, AT2, AT3
ILO2 (be able to use relevant theoretical concepts that can facilitate a structured understanding of poetry and drama)	AT1, AT2, AT3
ILO3 (be able to identify and describe major generic and structural features of poetry and drama)	AT1, AT2, AT3
ILO4 (be able to relate poetic and dramatic texts to their social and historical contexts)	AT2, AT3
ILO5 (be able to write well-argued critical essays on poetry and drama)	AT2, AT3

Textbook

Mays, Kelly J. 2016. *The Norton Introduction to Literature* (Shorter 12th Edition). New York: W. W. Norton & Company.

Recommended Readings

- Bradford, Richard. 1996. *Introducing Literary Studies*. London: Harvester.
- Daiches, David. 1981. *Critical Approaches to Literature*. London: Longman.
- Eagleton, Terry. 2007. *How to Read a Poem*. Malden, MA: Blackwell.
- Ferster, Judith. 2005. *Arguing through Literature: a thematic anthology and guide*. Boston: McFraw-Hill Higher Education.
- James, Brown & Yarbrough, Scott D. 2005. *A Practical Introduction to Literary Study*. Upper Saddle River, N.J.: Pearson Longman.
- Kennedy, X. J. & Gioia, Dana. 2005. *Literature: An Introduction to Fiction, Poetry & Drama*. New York: Pearson Longman.
- Klarer, Mario. 1999. *Introduction to Literary Studies*. London: Routledge.
- Lentricchia, Frank, & McLaughlin, Thomas. 1994. *Critical Terms for Literary Study*. Chicago: University of Chicago Press.
- Marsh, Nicholas. 1995. *How to Begin Studying English Literature*. London: Macmillan.
- Ousby, Ian. 1991. *The Cambridge Guide to Literature in English*. Cambridge: Cambridge University Press.
- Pope, Rob. 1998. *The English Studies Handbook*. London: Routledge.
- Richards, I. A. 1964. *Practical Criticism: A Study of Literary Judgement*. London: Routledge.
- Schilb, John & Clifford John. 2000. *Making Literature Matter: an anthology for readers and writers*. Boston: Bedford/St. Martin's.
- Simpson, Paul. 1997. *Language through Literature: an introduction*. New York: Routledge.
- Trilling, Lionel. 1967. *The Experience of Literature*. New York: Doubleday.
- Wolosky, Shira. 2001. *The Art of Poetry – How to Read A Poem*. Oxford University Press.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the stipulated course learning outcomes.
- (2) Students should be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. For example, presentation of another person's work (including the borrowing of exact phrases, summarized ideas or even footnotes/citations) without proper acknowledgement of the source is not allowed. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on <https://pla.ln.edu.hk/>.