

EN2320: FANTASY IN LITERATURE

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Fantasy in Literature

Subject Code

EN - English

Course Number

2320

Academic Unit

English (EN)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

The course offers students the chance to explore issues and themes related to the fantastic in literature, enabling them to understand and critique a range of texts. They will develop interpretative skills through the reading and discussion

of fantastic literature, engage in a critical dialogue about the presence of fantasy elements in literature, and develop an awareness of the nature and structure of a range of fantastic forms and genres.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify and interpret themes present in fantastic literature		x	x	
2	Describe the typical structures and conventions of a range of fantastic literature.		x	x	
3	Critically analyse texts and narrative techniques within their socio-historical and generic contexts.			x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1		Students will participate in interactive lectures dealing with background theoretical and analytic tools and selected texts.	1, 2	
2		Students will conduct in-class group work to analyse set texts.	3	
3		Students will read and analyse selected texts, both primary works and articles dealing with theoretical issues.	1, 2	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class participation is crucial in this course, in order to encourage debate and discussion amongst students. Both in-class and online activities may be considered.	1, 2, 3	10	
2	A written task will allow students to apply the skills and knowledge acquired on the course.	1, 2, 3	30	
3	In-class test(s) will test the students' basic knowledge of the set texts, including basic information, prominent textual details, and major interpretative contexts covered in lectures.	1, 2	30	
4	Assessed group discussion on one or more set texts.	1, 2, 3	30	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Written Assignments

Criterion

Presentation

Excellent (A+, A, A-)

The written assignments are extremely well presented in terms of font, layout, spacing, headings, and citation

Good (B+, B, B-)

The written assignments are well presented in terms of font, layout, spacing, headings, and citation

Fair (C+, C, C-)

The written assignments are adequately presented in terms of font, layout, spacing, headings, and citation

Marginal (D)

The written assignments are poorly presented in terms of font, layout, spacing, headings, and citation

Failure (F)

The written assignments are very poorly presented in terms of font, layout, spacing, headings, and citation

Assessment Task

Written Assignments

Criterion

Critique and commentary

Excellent (A+, A, A-)

The written assignments offer an extremely effective critique of and commentary on the relevant text

Good (B+, B, B-)

The written assignments offer an effective critique of and commentary on the relevant text

Fair (C+, C, C-)

The written assignments offer an adequate critique of and commentary on the relevant text

Marginal (D)

The written assignments offer an inadequate critique of and commentary on the relevant text

Failure (F)

The written assignments offer little or no critique of or commentary on the relevant text

Assessment Task

Written Assignments

Criterion

Evidence and argumentation

Excellent (A+, A, A-)

The claims made about the text are excellently supported by evidence and argumentation

Good (B+, B, B-)

The claims made about the text are well supported by evidence and argumentation

Fair (C+, C, C-)

The claims made about the text are supported by some evidence and argumentation

Marginal (D)

The claims made about the text are poorly supported by limited evidence and weak argumentation

Failure (F)

The claims made about the text are unsupported by evidence or argumentation

Assessment Task

Written Assignments

Criterion

Accuracy and organization

Excellent (A+, A, A-)

The written assignments highly accurate in terms of lexis and grammar, are cohesive, and have a logical structure

Good (B+, B, B-)

The written assignments are accurate in terms of lexis and grammar, are generally cohesive, and have a clear structure

Fair (C+, C, C-)

The written assignments are fairly accurate in terms of lexis and grammar, are somewhat cohesive, and have some structure

Marginal (D)

The written assignments are inaccurate in terms of lexis and grammar, have problems in terms of cohesion, and have little structure

Failure (F)

The written assignments are highly inaccurate in terms of lexis and grammar, are not cohesive, and have no clear structure

Assessment Task

Quizzes

Criterion

Knowledge of texts from individual readings, and awareness of key contexts and interpretative positions from lectures

Excellent (A+, A, A-)

Demonstration of subject knowledge of in an exemplary way with evidence of in-depth reading and enquiry beyond the formal requirements of the course. Application of knowledge to task is excellent.

Good (B+, B, B-)

Demonstration of good subject knowledge showing evidence of completing all readings as part of the formal requirements of the course. Application of knowledge to task is good.

Fair (C+, C, C-)

Demonstration of adequate subject knowledge but little beyond the minimum expectation of the subject. Application is adequate only and could benefit from more reading and in-depth enquiry.

Marginal (D)

Little evidence of subject knowledge and poorly applied to the task.

Failure (F)

No evidence of subject knowledge, or fails to submit task.

Assessment Task

Participation

Criterion

Participation in class and in online activities

Excellent (A+, A, A-)

Always actively listens and responds to others as well as to the teacher. Always actively participates in the group, helping to define goals, plans roles and timelines. Always prepared for group tasks in class and makes excellent contributions.

Good (B+, B, B-)

Frequently listens and responds to others as well as to the teacher. Mostly participates in the group, frequently helping to define goals, plan roles and timelines. Mostly prepared for group tasks in class and contributes well.

Fair (C+, C, C-)

Sometimes listens and responds to others as well as to the teacher. Sometimes participates in the group and occasionally is observed to contribute to the team, but mostly takes a passive role. Mostly lacks preparation for group tasks and relies on others.

Marginal (D)

Little evidence of listening and responding to others. Makes little or no contribution to the class.

Generally passive in the group and lets others do the work. Does minimum work in contributing to the team effort and appears to rely on others.

Failure (F)

No evidence of individual or team work due to non attendance.

Assessment Task

Assessed Discussion

Criterion

Knowledge of subject

Excellent (A+, A, A-)

Demonstration of subject knowledge in an exemplary way with evidence of in-depth reading/research and enquiry beyond the formal requirements of the course.

Application of knowledge to the spoken task is excellent.

Good (B+, B, B-)

Demonstration of good subject knowledge showing evidence of completing all readings/research as part of the formal requirements of the course.

Application of knowledge to the spoken task is good.

Fair (C+, C, C-)

Demonstration of adequate subject knowledge but little reading/research evident beyond the minimum expectation of the subject.

Application is adequate only and could benefit from more reading/research.

Marginal (D)

Little evidence of subject knowledge and poorly applied to the spoken task.

Failure (F)

No evidence of subject knowledge, or fails to undertake the task.

Assessment Task

Assessed Discussion

Criterion

Critical thinking and analysis

Excellent (A+, A, A-)

Excellent critical analysis/interpretation/reflection/evaluation demonstrated for the required task.

Good (B+, B, B-)

Good critical analysis/ interpretation/ reflection/ evaluation demonstrated for the required task.

Fair (C+, C, C-)

Adequate critical analysis/ interpretation/ reflection/ evaluation demonstrated for the required task.

Marginal (D)

Weak critical analysis /interpretation/ reflection/evaluation demonstrated for the required task.

Failure (F)

Fails to show any critical thinking/analysis in the completion of the task or fails to undertake the task

Assessment Task

Assessed Discussion

Criterion

Task Fulfilment

Excellent (A+, A, A-)

Responds to the spoken task requirement in an exemplary way.

Good (B+, B, B-)

Responds to the spoken task requirements in a good way.

Fair (C+, C, C-)

Responds to the spoken task requirements in an adequate way

Marginal (D)

Only addresses the requirements of the spoken task in a superficial way

Failure (F)

Fails to respond to the spoken task or does not complete the task.

Assessment Task

Assessed Discussion

Criterion

Language Use

Excellent (A+, A, A-)

Demonstrates excellent grammatical /lexical range and accuracy

Good (B+, B, B-)

Demonstrates good grammatical /lexical range and accuracy. May have occasional errors but does not interfere with comprehensibility of meaning.

Fair (C+, C, C-)

Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interfere with comprehensibility.

Marginal (D)

Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.

Failure (F)

Fails to use language to complete the task or does not complete the task.

Part III Other Information

Keyword Syllabus

Fantasy, science-fiction, fantastic literature, genre, context, close reading, theory

Reading List

Compulsory Readings

Title	
1	Beowulf. Translated by Seamus Heaney, Faber & Faber, 2002. (ISBN 9780571203765)
2	James, Henry. The Turn of the Screw. Penguin, 2011. (ISBN 9780141441351)
3	Wells, H. G. The Time Machine. Penguin, 2005. (ISBN 9780141439976)
4	Miéville, China. The City & The City. PanMacmillan 2011. (ISBN 9780330534192)

Additional Readings

Title	
1	Bloom, H (ed) (1994). Modern Fantasy Writers. New York: Chelsea House
2	Mathews, R (1997). Fantasy: The Liberation of Imagination. London: Prentice-Hall.
3	Rabkin, E S (ed) (1979). Fantastic Worlds: Myths, Tales, and Stories. New York: Oxford University Press