# Subject Description Form

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

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>ELC2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Title</strong></td>
<td>English in Literature and Film</td>
</tr>
<tr>
<td><strong>Credit Value</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Pre-requisite / Co-requisite/ Exclusion</strong></td>
<td>Pre-requisite: English for University Studies (ELC1012/1013)</td>
</tr>
</tbody>
</table>

## Objectives

This subject aims to introduce students to a range of literary genres in English as well as to enable them to consider differences in media representations of genres, and to appreciate and negotiate the meanings of a variety of literary texts.

It is also intended that the subject will help students further develop literacy, as well as higher order thinking and life-long learning skills.

## Intended Learning Outcomes

(Reporting from: 2013 to 2014)

Upon successful completion of the subject, students will be able to:

a. examine and analyse literary texts from different perspectives
b. discuss literary techniques employed by writers
c. appreciate and articulate differences in textual and visual media representations

To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, and present and support stance and opinion.

## Subject Synopsis/Indicative Syllabus

(Reporting from: 2013 to 2014)

1. **Written communication**
   Describing and interpreting content and language in literary texts; employing appropriate grammatical structures and vocabulary.

2. **Spoken communication**
   Presenting critical evaluation of literary works effectively and convincingly.

3. **Reading**
   Developing understanding of and competence in using literary devices such as metaphor, simile and symbolism, via reading literary texts and viewing film versions.

4. **Language development**
   Improving fluency and pronunciation, and extending grammatical and lexical competence.
Teaching/Learning Methodology
(Note 3)

The study method is primarily seminar-based. Following a blended delivery approach, activities include teacher input as well as in- and out-of-class individual and group work involving listening to and viewing a variety of audio-visual sources, reading and drafting texts, conducting internet research, making mini-presentations, participating in discussions, and comparing various representations of literature. Students will make use of elearning resources and web-based work to further improve their English literacy skills.

Learning materials developed by the English Language Centre are used throughout the course. Students will be referred to learning resources on the Internet and in the ELC’s Centre for Independent Language Learning. Additional reference materials will be recommended as required.

Assessment Methods in Alignment with Intended Learning Outcomes
(Note 4)

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Individual Essay</td>
<td>40%</td>
<td>a ❏ b ❏ c ❏</td>
</tr>
<tr>
<td>2. Group Presentation</td>
<td>30%</td>
<td>a ❏ b ❏ c ❏</td>
</tr>
<tr>
<td>3. Individual Project</td>
<td>30%</td>
<td>a ❏ b ❏ c ❏</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

In assessment 1, students are required to write an individual paper in which they critically reflect on their reading of prose, and by so doing, demonstrate their achievement of LO (a). Assessments 2 and 3 are aligned with all three LOs. Assessment 2 assesses students’ understanding of a literary drama and requires comparison of the merits of its textual and theatrical versions. Assessment 3 is an individual project that requires interpretation and presentation of more creative literature and audio-visual sources.

Student Study Effort Expected

Class contact:

- Seminars
  - 39 Hrs.

Other student study effort:

- Self study/preparation
  - 78 Hrs.

Total student study effort

- 117 Hrs.

Reading List and References

Recommended reading

The PolyU library retains either hardcopies or electronic copies of the following titles. The titles can also be found online.


Call number PN1995.3.C65 2004eb

http://www.blackwellreference.com/subscriber/uid=262/book?id=g9780631
230533_9780631230533&authstatuscode=202

Other readings will be specified by the ELC teacher, and may contain short
ficiton, novelettes, plays and poetry.

**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.