B.A. (Honours) in Contemporary English Studies

Course Title : Literary Analysis II
Course Code : ENG2107 / ENG107
Recommended Study Year : 2nd Year for 4-year System
                      : 1st Year for 3-year System
No. of Credits/Term : 3
Mode of Tuition : Lecture and Tutorial
Class Contact Hours : 2 hours Lecture/week
                      : 1 hour Tutorial/week
Category in Major Programme : Required Course
Prerequisite(s) : N/A
Co-requisite(s) : N/A
Exclusion(s) : N/A
Exemption Requirement(s) : N/A

Brief Course Description

This course is the second part of a year-long introduction to the analysis of literary texts in English. It presents the basic skills and tools required to access poetry and drama in their cultural and linguistic contexts. It also seeks to develop sophisticated analytical and critical abilities that will help students become independent readers of poetry and drama in their various manifestations.

In the analysis of the sounds and rhythm of poetry this course uses the tools of phonetic analysis introduced in ENG2102, Practical Phonetics.

This course provides the foundation for the course ENG 3205, Contemporary Literature in English II: Drama and Poetry.

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 modern/contemporary 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 will
1. have become familiar with the assigned texts;
2. have become comfortable with the critical terms related to the study of poetry and drama;
3. be able to 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 that could benefit other students of poetry and drama;
6. become enthusiastic readers of poetry and drama

Indicative Content

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 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 of learning will be measured through class discussions, presentations, exercises and a final examination.

Assessment

1. Continuous Assessment: 60%

   **Assessment Task #1:** Concepts and their applications – discuss critical terms in relation to the texts which have been covered in the first unit of the course. (24%)

   **Assessment Task #2:** Write a brief essay, comparing and contrasting 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. (24%)
**Note:** Students are expected to actively participate in classroom discussions. Marks for this category will also take into account their willingness to work with their group mates as a team. (12%)

2. **Final Examination: 40%**

   **Assessment Task #3 – Final Examination:**

   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%)  
   2) Make an extensive critical response to two selected poems that are thematically related (20%)

**Alignment of Learning Outcomes and Assessment Tasks**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Tasks</th>
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<tbody>
<tr>
<td>LO1 (become familiar with the assigned texts)</td>
<td>AT1, AT2, AT3</td>
</tr>
<tr>
<td>LO2 (become familiar with the critical terms that are related to the study of poetry and drama)</td>
<td>AT1, AT2, AT3</td>
</tr>
<tr>
<td>LO3 (be able to describe the generic and structural features of poetry and drama)</td>
<td>AT1, AT2, AT3</td>
</tr>
<tr>
<td>LO4 (be capable of relating a poetic or dramatic text to its social and historical context)</td>
<td>AT2, AT3</td>
</tr>
<tr>
<td>LO5 (be able to write well-argued critical essays that could benefit other students of poetry and drama)</td>
<td>AT2, AT3</td>
</tr>
<tr>
<td>LO6 (become a self-motivated reader of poetry and drama)</td>
<td>AT1, AT2, AT3</td>
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**Textbook**  

**Recommended Readings**