THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title : Bachelor of Education (Honours) (English Language) (Five-year Full-time)
Programme QF Level : 5
Course Title : Teaching English Literature
Course Code : ENG4413
Department : Department of English Language Education
Credit Points : 3
Contact Hours : 39
Pre-requisite(s) : N/A
Medium of Instruction : English
Course Level : 4

Part II

The University’s Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short “PEER & I”):

- Professional Excellence;
- Ethical Responsibility;
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives
1. **Course Synopsis**

This course focuses on the role of literature in the English Language curriculum and the issues related to integrating literature into the language classroom in secondary school settings. It also examines different literary genres (poetry, prose and drama) and the literary techniques associated with them, as well as addresses the texts of innovative mass media, film, hypertexts and hypermedia. Stylistic techniques are used to examine the way language is used creatively in literary texts and considers appropriate pedagogies for teaching language through literature with ethical responsibility (GA2.2 and GA 2.3) as part of professional excellence.

2. **Course Intended Learning Outcomes (CILOs)**

*Upon completion of this course, students will be able to:*

- **CILO\(_1\)** Demonstrate literary appreciation of literature as a core part of professional excellence and an understanding of the role of literature in the English Language Curriculum in Hong Kong.
- **CILO\(_2\)** Develop students’ understanding of issues relating to teaching language through literature including the design and evaluation of innovative teaching materials, and cross-cultural issues.
- **CILO\(_3\)** Demonstrate an ability to design, evaluate, and implement (where appropriate) a teaching unit or task based on a literary text in accordance to ethical and social responsibility.

3. **Course Intended Language Learning Outcomes (CILLOs)**

*Upon completion of this course, students will be able to:*

- **CILLO\(_1\)** Develop students’ understanding and appreciation of different literary genres (poetry, prose and drama) and the literary techniques associated with them.

4. **Content, CILOs, CILLOs and Teaching & Learning Activities**

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs/ CILLOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Literature? Why should we teach it? How should we teach it?</td>
<td>CILO(_1,2)</td>
<td>Lecture, seminar, group work, student presentations, hands-on tasks</td>
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<tr>
<td>Cultural and curriculum issues in using literature</td>
<td>CILO(_1,2)</td>
<td>Lecture, seminar, group work, student presentations, hands-on tasks</td>
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<tr>
<td>Understanding, appreciating and using stories and novels in the ESL classroom</td>
<td>CILO(_1,2,3)</td>
<td>Lecture, seminar, group work, student presentations, hands-on tasks</td>
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<tr>
<td>Understanding, appreciating and using drama and drama techniques in the ESL</td>
<td>CILO(_1)</td>
<td>Lecture, seminar, group work, student presentations, hands-on tasks</td>
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</table>
Understanding, appreciating and using poetry in the ESL classroom  
CILO$_{1,2,3}$, CILLO$_1$  
Lecture, seminar, group work, student presentations, hands-on tasks

Alternative approach of teaching literature: using films in the ESL classroom  
CILO$_{1,2,3}$, CILLO$_1$  
Lecture, seminar, group work, student presentations, hands-on tasks

Integrating literature with popular culture: comics, cartoons and music  
CILO$_{1,2,3}$  
Lecture, seminar, group work, student presentations, hands-on tasks

Implementation and reflection of lessons with the use of literary texts  
CILO$_{1,2,3}$  
Micro-teaching, Post micro-teaching materials, reflection, self, peers’ and tutors’ feedback and evaluation.

5. Assessment

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting</th>
<th>CILOs/ CILLOs</th>
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<tbody>
<tr>
<td>(a) Lesson Plan with Justification (individual): Examine and analyse a self-selected literary or imaginative text, such as piece of poetry, an extract from a drama, film or a prose text, and design a lesson for that text targeting secondary school students, with justifications for their selection and approach based on their readings from the course.</td>
<td>30%</td>
<td>CILO$_{1,2,3}$ CILLO$_1$</td>
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<tr>
<td>(b) Micro-teaching (group): Micro-teach a lesson (30-40 minutes) which demonstrates various techniques of using literary texts in the secondary ESL classroom in Hong Kong. The literary texts used in the micro-teaching should be different from the literary texts used in Part A of the assessment.</td>
<td>30%</td>
<td>CILO$_{1,2,3}$</td>
</tr>
<tr>
<td>(c) Reflective Report (individual): Compile an e-portfolio demonstrating critical reflection on the performance in the micro-teaching lesson in light of peers’ and tutor’s feedback, and propose directions and strategies for improvement.</td>
<td>40%</td>
<td>CILO$_{1,2,3}$</td>
</tr>
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6. Required Text(s)

Core Text
What is Literature? Why should we teach it? How should we teach it?

Cultural and curriculum issues in using literature

Understanding, appreciating and using stories and novels in the ESL classroom

Understanding, appreciating and using drama and drama techniques in the ESL classroom

Understanding, appreciating and using poetry in the ESL classroom

Alternative approach of teaching literature: using films in the ESL classroom
**Integrating literature with popular culture: comics, cartoons and music**


7. Recommended Readings


8. Related Web Resources

http://www.roalddahlmuseum.org
http://www.childrenspoetrybookshelf.co.uk/default.asp
9. Related Journals

- Journal of English and Literature
- Language and Literature
- Research in Drama Education
- Journal of Literacy Research
- Journal of Adult and Adolescence Literacy

10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

11. Others

This course is only offered to undergraduate students in their 3rd year of study or beyond.

30 December 2018