

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Arts (Honours) in Language Studies Bachelor of Education (Honours) (English Language) The Double Degree of Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language)
Programme QF Level	: 5
Course Title	: Literatures in English: Poetry
Course Code	: LIT3047
Department	: Department of Literature and Cultural Studies (LCS)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 3

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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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

In this course, students will read a range of poetry spanning the decades of the twentieth century and attempt to understand what poetry is and how it differs from other literary forms, what special skills are needed to understand it and what purpose it serves in society. Students will learn to analyse poetry both formally and thematically. Poetry dealing with a wide range of themes will be introduced, such as love, death, war, race, gender, etc. Poetry emerging from historical events such as the two World Wars and social and cultural movements, such as the Harlem Renaissance in America, will be studied, thus allowing us to examine the crucial link between literary production and socio-historical processes.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate the ability to read with understanding and perception while specifically demonstrating the skills necessary to analyze works of poetry for formal aspects as well as thematic content;
- CILO₂ Recognize the relationship between the genre of poetry and the interpreted messages;
- CILO₃ Communicate literary analyses with clarity and effectiveness; and
- CILO₄ Demonstrate an understanding of the ways in which poetry often reflects the socio-cultural milieu of the times.

3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO₁ Use appropriate language to write critical explications of literary works.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Defining poetry as a literary genre and recognising its differences with other genres.	CILO _{1,2} CILLO ₁	Lecture, seminar, group work, readings (articles).
● Understanding the formal and thematic aspects of poetry.	CILO _{1,2,3,4,5} CILLO ₁	Lecture, seminar, group work, readings.
● Analysing main themes of poetry of the twentieth century, such as war, love, death, etc.	CILO _{2,3,4,5} CILLO ₁	Lecture, seminar, group work, readings.
● Analysing poetry as a means of social critique.	CILO _{2,4,5} CILLO ₁	Lecture, seminar, group work, readings (literary texts and articles).

Discussing the various techniques that poets employ and the terms used to discuss and analyse these techniques.	<i>CILO_{1,2,3,4}</i> <i>CILLO₁ (etc.)</i>	Lecture, seminar, group work, readings (literary texts and articles).
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5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) A mini audio essay with the reading aloud of a selected poem and a close examination of the work in addition to leaving a comment on another classmate's work.	35%	<i>CILO_{1,2,5}</i> <i>CILLO₁</i>
(b) A final research essay of 2000 words.	65%	<i>CILO_{3,4,5}</i> <i>CILLO₁</i> (etc.)

6. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

7. Required Text(s)

Mary Jean Chan, *Flèche* (Faber & Faber, 2019)

Tarfia Faizullah, *Seam* (Southern Illinois University Press, 2014)

8. Recommended Readings

Anthologies:

Beach, C. (2003). *The Cambridge introduction to twentieth-century American poetry* (Cambridge Introductions to Literature). Cambridge: Cambridge University Press.

Eagleton, T. (2007). *How to read a poem*. London: Blackwell.

Ellman, R., & O'Clair, R. (Eds.) (2003). *Norton anthology of modern poetry*. New York: W. W. Norton.

Lam, A. (1997). *Woman to woman and other poems*. Hong Kong: Asia 2000 Ltd.

Longley, E. (Ed.) (2000). *The Bloodaxe book of twentieth century poetry*. Tarsset, Northumberland, U.K.: Bloodaxe Books

Lunsford, A. A. (2005). *The everyday writer (3rd Ed.)*. London: Bedford/St. Martin's.

Nelson, C. (Ed.) (2000). *Anthology of modern American poetry*. Oxford: Oxford University Press.

Scholarly Books on Twentieth Century Poetry:

Altieri, C. (2009). *The art of twentieth-century American poetry: Modernism and after* (Blackwell Introductions to Literature). Malden, Massachusetts: Wiley Blackwell Press.

Fredman, S. (Ed.) (2005). *A concise companion to twentieth-century American poetry* (Concise Companions to Literature and Culture). Malden, Massachusetts: Wiley-Blackwell.

MacGowan, C. (2004). *Twentieth-century American poetry* (Blackwell Guides to Literature) (Paperback) Malden, MA.: Wiley-Blackwell Press.

9. Related Web Resources

A website on the study of modern American poetry:

<http://www.english.illinois.edu/maps/>

A website on twentieth century poetry in English with some useful poet pages on the major figures:

http://www.lit.kobe-u.ac.jp/~hishika/20c_poet.htm

An online poetry anthology on contemporary poetry:

<http://www.poemtree.com/>

An online poetry review with links to many other useful sites:

<http://cprw.com/links.htm>

Art.net links with links to many poets and organisations:

<http://www.artnet/links/litref.html>

The Academy of American Poets:

<http://www.poets.org/>

10. Related Journals

Contemporary Literature

Journal of Modern Literature

11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

12. Others

Nil

14 August 2025