**Hong Kong Shue Yan University**

**Department of English Language & Literature**

2nd term, 2019-2020

**Course Title:** Modernist Fiction

**Course Code:** ENG 274

**Year of Study:** 2nd year

**Number of Credits:**  3

**Duration in Weeks:** 15

**Contact Hours per Week**: Lecture (2 hours)

Tutorial (1 hour)

**Prerequisites:**                ENG120 Introduction to Literature

**Prepared by:** Dr. Rebekah Bale

**Course Description:**

This course introduces students to the themes and forms of modernist fiction within their cultural and historical milieus. Students first explore the artistic and intellectual movements and cultural positions of the period (1900 – 1945).  Primarily, we take up the core epistemological question in Modernism (the so-called “crisis of representation”), and then the ideological and psychological significance of modernist experimentations, their narratology, the issue of gender in modernist writing, and the interplay between politics, form and style in our selected texts. Students survey the works of major modernist writers, and in the latter part of the course, move towards the limits of the modernist canon which may have heralded the appearance of post-modernist discourse.

**Course Outcomes, Teaching Activities and Assessment**

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| **Course Intended Learning Outcomes (ILOs)** | |
| Upon completion of this course students should be able to: | |
| **ILO1** | identify the key features of modernist fiction |
| **ILO2** | read and discuss modernist texts with a critical eye |
| **ILO3** | articulate the artistic, intellectual and cultural contexts of the modernist period |
| **ILO4** | analyse, compare and evaluate the themes of modernist fictions by writing critically on the selected texts |
| **ILO5** | appraise the limits of the modernist canon |

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| **Teaching and Learning Activities (TLAs)** | |
| **TLA1** | Textual analysis |
| **TLA2** | Explanation of the artistic, intellectual and cultural background of the period |
| **TLA3** | Critical reading of literary texts with reference to the themes of modernism |
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| **Assessment Tasks (ATs)** | | |
| **AT1** | Midterm Examination | 15% |
| **AT2** | Oral Presentation  *Students will have to give a 20-30-minute presentation on an aspect of the Modernist movement.* | 15% |
| **AT3** | Term Paper  *Students are to submit a term paper of the length of 2000 – 2500 words on a selected topic at the end of the semester.* | 30% |
| **AT4** | Final Examination | 40% |
|  | TOTAL | 100% |

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| **Alignment of Course Intended Learning Outcomes, Teaching and Learning Activities and Assessment Tasks** | | |
| **Course Intended Learning Outcomes** | **Teaching and Learning Activities** | **Assessment Tasks** |
| **ILO1** | TLA1,2,3 | AT1,2,3,4 |
| **ILO2** | TLA1,2,3 | AT1,2,3,4 |
| **ILO3** | TLA1,2,3 | AT2,3 |
| **ILO4** | TLA1,2,3 | AT1,2,4 |
| **ILO5** | TLA1,2,3 | AT1,2,3,4 |

**Course Outline:**

**Week 1 Introduction**

**Week 2 Modernity, Impersonality, and urban life**

Georg Simmel, ‘The Metropolis and Mental Life’ (Excerpt) (1903)

Franz Kafka, ‘The Metamorphosis’ (1915)

**Week 3 Self- Consciousness and Introspection in Modernity**

D.H. Lawrence, ‘Odour of Chrysanthemums’ (1909)

Katherine Mansfield, ‘The Garden Party’ (1922)

**Week 4 Modernism and Art**

Henry James, ‘The Real Thing’ (1909)

Walter Benjamin, *The Work of Art in the Age of Mechanical Reproduction* (Excerpt) (1936)

**Week 5 - 6 The Great Wars and Trauma**

Ernest Hemingway, ‘Soldier’s Home’ (1925)

T.S. Eliot, ‘The Wasteland’ (1922)

**Week 7 Race, Empire, and Harlem Renaissance**

Joseph Conrad, ‘Amy Foster’ (1901)

W.E.B. Du Bois, ‘The Soul of Black Folk’ (excerpt) (1903)

Langston Hughes, ‘I, too, America’ (1926), ‘Let America Be America Again’ (1936) (poems)

**Week 8 Reading Week**

**Week 9 Modernism and Gender**

Mina Loy. “Feminist Manifesto.” (1914)

Katherine Anne Porter, ‘Flowering Judas’ (1930)

Dorothy Parker, ‘The Sexes’ (1942)

**Week 10-12 Consciousness and Narratology**

Virginia Woolf, ‘The Mark on the Wall’ (1921)

James Thurber, “The Secret Life of Walter Mitty” (1938)

Virginia Woolf, *Mrs. Dalloway* (1925)

**Week 13 – 14 Modernist Bildungsroman**

James Joyce, *A Portrait of the Artist as a Young Man* (1916)

**Week 15 Reading Week**

**Principal Texts**

Joyce, James, *A Portrait of the Artist as a Young Man*, Oxford: Oxford University Press, 2008

Woolf, Virginia, *Mrs. Dalloway*, London: Penguin, 2000

**Supplementary Texts**

Armstrong, Tim, *Modernism: A Cultural History*. Cambridge: Polity, 2005

Sherry, Vincent, (ed.), *The Cambridge Companion to Modernism*, Cambridge: Cambridge University Press, 2016

**Academic Honesty**

You are expected to do your own work.  Dishonesty in fulfilling any assignment undermines the learning process and the integrity of your college degree.  Engaging in dishonest or unethical behavior is forbidden and will result in disciplinary action, specifically a failing grade on the assignment with no opportunity for resubmission.  A second infraction will result in an F for the course and a report to College officials.  Examples of prohibited behavior are:

* Cheating – an act of deception by which a student misleadingly demonstrates that s/he has mastered information on an academic exercise.  Examples include:
* Copying or allowing another to copy a test, quiz, paper, or project
* Submitting a paper or major portions of a paper that has been previously submitted for another class without permission of the current instructor
* Turning in written assignments that are not your own work (including homework)
* Plagiarism – the act of representing the work of another as one’s own without giving credit.
* Failing to give credit for ideas and material taken from others
* Representing another’s artistic or scholarly work as one’s own
* Fabrication – the intentional use of invented information or the falsification of research or other findings with the intent to deceive

**To comply with the University’s policy, the term paper has to be submitted to VeriGuide.**

**Assessment Rubric for Oral Presentation**

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| **Criteria** | **Exemplary** | **Satisfactory** | **Developing** | **Unsatisfactory** |
| **Communication Skills** | Consistently speaks with appropriate volume, tone, and articulation. | Generally speaks with appropriate volume, tone, and articulation. | Has difficulty speaking with appropriate volume, tone, and articulation. | Does not speak with appropriate volume, tone, and articulation. |
| Consistently employs appropriate eye contact and posture. | Frequently employs appropriate eye contact and posture. | Employs infrequent eye contact and/or poor posture. | Makes no eye contact. |
| Consistently employs appropriate nonverbal communication techniques. | Adequately employs appropriate nonverbal communication techniques. | Employs limited nonverbal communication techniques. | Does not employ nonverbal communication techniques. |
| Consistently exhibits poise, enthusiasm, and confidence. | Generally exhibits poise, enthusiasm, and confidence. | Exhibits limited poise, enthusiasm, and confidence. | Lacks poise, enthusiasm, and confidence. |
| Adheres to prescribed time guidelines. | Adheres to prescribed time guidelines. | Violates prescribed time guidelines. | Violates prescribed time guidelines. |
| Employs creative use of visual aids that enrich or reinforce presentation. | Employs appropriate visual aids that relate to presentation. | Employs ineffective visual aids. | Uses no visual aids. |

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| **Content and Coherence** | Effectively defines a main idea and clearly adheres to its purpose throughout presentation. | Adequately defines a main idea and adheres to its purpose throughout presentation. | Insufficiently defines a main idea and adheres to its purpose throughout presentation. | Does not define a main idea or adhere to its purpose. |
| Employs a logical and engaging sequence which the audience can follow. | Employs a logical sequence which the audience can follow. | Employs an ineffective sequence confusing to the audience. | Lacks an organizational sequence. |
| Demonstrates exceptional use of supporting details/ evidence. | Demonstrates sufficient use of supporting details/ evidence. | Demonstrates insufficient supporting details/ evidence. | Demonstrates no supporting details/evidence. |
| **Responses to questions** | Confidently, politely, and accurately responds to instructor’s or classmates’ questions and comments. | Politely and accurately responds to instructor’s or classmates’ questions and comments. | Ineffectively responds to instructor’s or classmates’ questions and comments. | Unacceptably responds/does not respond to instructor’s or classmates’ questions and comments. |

**Assessment Rubric for Term Paper**

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|  | **Exemplary** | **Satisfactory** | **Developing/ Emerging** | **Unsatisfactory** |
| **Focus** | Presents an insightful and focused thesis statement. | Presents a thesis statement with adequate insight and focus. | Presents a thesis statement with minimal insight and focus. | Presents a thesis statement with no insight or focus. |
| Draws strong and clear connections between the thesis and significant related ideas. | Draws adequate connections between thesis and related ideas. | Draws insufficient connections between thesis and related ideas. | Shows no understanding  of connections between thesis and related ideas. |
| **Organization** | Effectively provides a logical  progression of related ideas and supporting information in the body of the paper. | Adequately provides a progression  of ideas and supporting information  in the body of the paper. | Provides a poorly organized progression of ideas and supporting information in the body of the paper. | Does not provide a progression  of ideas and supporting information in the body of the paper. |
| Effectively  uses transitions to connect supporting information clearly. | Adequately  uses transitions to connect supporting information. | Ineffectively uses transitions to connect supporting information. | Does not use transitions to connect supporting information. |
| Arrives at a  well-documented, logical conclusion, involving critical thinking. | Arrives at an adequately-documented conclusion. | Arrives at an insufficiently documented conclusion. | Does not arrive at a documented conclusion. |
| **Support/ Elaboration** | Effectively synthesizes complex ideas from research sources. | Sufficiently synthesizes ideas from research sources. | Ineffectively synthesizes ideas from research sources. | No evidence of synthesizing ideas from research sources. |
| Demonstrates exceptional selection of supporting information clearly relevant to the thesis and its related ideas. | Demonstrates sufficient selection of supporting information clearly relevant to the thesis and its related ideas. | Demonstrates insufficient selection of supporting information clearly relevant to the thesis and its related ideas. | Lacks supporting information clearly relevant to thesis and its related ideas. |
| Provides a meaningful presentation of multiple perspectives. | Provides an adequate presentation of multiple perspectives. | Provides a limited presentation of multiple perspectives. | Does not present multiple perspectives. |
| Effectively balances use of quotations and student paraphrasing. | Adequately balances use of quotations and student paraphrasing. | Insufficiently balances use of quotations and student paraphrasing. | Does not balance use of quotations and student paraphrasing. |
| **Style** | Exhibits skillful use of language, including effective word choice, clarity, and consistent voice. | Exhibits good use of language, including some mastery of word choice, clarity, and consistent voice. | Exhibits ineffective use of language, including weak word choice, limited clarity, and inconsistent voice. | Exhibits severely flawed use of language, including weak word choice, no clarity, and no voice. |
| Demonstrates exceptional fluency through varied sentence structure, paragraphing, flow of ideas, and transitions. | Demonstrates sufficient fluency through sentence structure, paragraphing, flow of ideas, and transitions. | Demonstrates limited fluency through sentence structure, paragraphing, flow of ideas, and transitions. | Lacks fluency through sentence structure, paragraphing, flow of ideas, and transitions. |
| **Conventions** | Demonstrates a sophisticated use of the prescribed format (MLA or APA), including title page, pagination, and citations. | Demonstrates adequate use of the prescribed format (MLA or APA), including title page, pagination, and citations. | Demonstrates limited use of the prescribed format (MLA or APA), including title page, pagination, and citations. | Demonstrates  no use of the prescribed format (MLA or APA), including title page, pagination, and citations. |
| Consistently uses standard writing conventions  in grammar, spelling, capitalization, punctuation, and usage. | Generally  uses standard writing conventions  in grammar, spelling, capitalization, punctuation, and usage. | Minimally  uses standard writing conventions  in grammar, spelling, capitalization, punctuation, and usage. | Does not use standard writing conventions in grammar, spelling, capitalization, punctuation, and usage. |
| **Information Literacy** | Conscientiously and consistently demonstrates integrity in citing practices. | Generally demonstrates integrity in citing practices. | Inconsistently demonstrates integrity in citing practices. | Does not demonstrate integrity in citing practices. |
| Effectively employs an extensive variety of primary and secondary sources, including a significant amount of  current information. | Adequately employs a sufficient variety of primary and secondary sources including a sufficient amount of current information. | Employs a limited variety of primary and secondary sources including an insufficient amount of current information. | Does not employ a variety of primary and secondary sources and/or does not include current information. |
| Demonstrates strong evaluation skills in determining resource credibility and reliability. | Demonstrates sufficient evaluation skills in determining resource credibility and reliability. | Demonstrates limited evaluation skills in determining resource credibility and reliability. | Demonstrates no evaluation skills to determine resource credibility and reliability. |