

# HONG KONG BAPTIST UNIVERSITY

## COURSE OUTLINE

### 1. COURSE TITLE

The Art of Storytelling

### 2. COURSE CODE

ENGL2025

### 3. NO. OF UNITS

3 Units

### 4. OFFERING DEPARTMENT

Department of English Language and Literature

### 5. PREREQUISITES

Nil

### 6. MEDIUM OF INSTRUCTION

English

### 7. AIMS & OBJECTIVES

- 1) To explore various forms and functions of storytelling in literature;
- 2) To analyse literary devices used in the selected texts;
- 3) To examine the observance of literary conventions in different genres; and
- 4) To assess literature and its impact on society.

### 8. COURSE CONTENT

- I. Definitions of Storytelling
- II. Storytelling as a Reflection of Socio-cultural Changes
- III. Storytelling as an Agent of Psychological Exploration
- IV. Readings of Selected Texts Illustrative of Various Literary Genres (e.g. poetry, short fiction, novel, drama and essays)

### 9. COURSE INTENDED LEARNING OUTCOMES (CILOs)

| CILO   | By the end of the course, students should be able to:                          |
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| CILO 1 | Describe literary concepts (such as themes, motifs, symbols, characterization, |

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|        | imagery, rhetorical devices) used in different types of texts                                 |
| CILO 2 | Apply these concepts when analyzing the art of storytelling in selected texts                 |
| CILO 3 | Analyze generic conventions or constraints and their impact on the process of storytelling    |
| CILO 4 | Evaluate the close connection between literature and socio-cultural or psychological changes  |
| CILO 5 | Conduct critical analysis of selected texts with secondary sources                            |
| CILO 6 | Present ideas and research findings in coherent and well-argued written or oral presentations |

## 10. TEACHING & LEARNING ACTIVITIES (TLAs)

| CILO alignment | Type of TLA   |
|----------------|---|
| CILO 1         | <ul style="list-style-type: none"> <li>- Play an active role in interactive lectures to learn different literary terms and concepts such as themes, motifs, symbols, characterization, imagery, rhetorical devices</li> <li>- Work in teams, read and examine the use of these literary devices in selected texts</li> <li>- Take quizzes and/or do short identification exercises to demonstrate good understanding of the abovementioned terms and concepts</li> </ul>  |
| CILO 2         | <ul style="list-style-type: none"> <li>- Apply learnt concepts when analyzing selected texts</li> <li>- Form small groups and discuss the functions and significances of different literary devices in the texts</li> <li>- Write short essays, blog entries and/or give brief oral presentations based on their critical evaluation</li> </ul>   |
| CILO 3         | <ul style="list-style-type: none"> <li>- Read selected texts and investigate the observances of literary conventions in different genres</li> <li>- Do a group project and compare/contrast different literary conventions in poetry, drama and novel</li> <li>- Assess the strengths and weaknesses of literary conventions in different genres</li> <li>- Explain how literary conventions can merge and change, and impact on the changing shapes of narratives</li> <li>- Report on their findings to the class in oral and written presentations, and generate follow-up discussions on the HKBU Moodle forum</li> </ul> |
| CILO 4         | <ul style="list-style-type: none"> <li>- Work in teams to record how selected texts were received by different societies</li> <li>- Search the library catalogue, electronic databases, back issues of magazines and newspapers to discover how selected texts roused heated debate or created social unrest in certain historical-cultural periods</li> <li>- Do a cumulative project and track people's changing opinions on selected texts, and discover how different political events or ideologies (such as war</li> </ul>  |

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|        | <p>or racism) can generate different or new receptions of texts</p> <ul style="list-style-type: none"> <li>- Critically evaluate the dynamics between literature and social change</li> <li>- Relate these changes to psychological issues on personal or collective, historical levels</li> <li>- Report their findings at the end of term in oral and written forms</li> </ul>  |
| CILO 5 | <ul style="list-style-type: none"> <li>- Do hands-on practice to close read and analyze texts in class</li> <li>- Do quizzes and write short response papers to demonstrate their ability to perform textual analysis of selected texts</li> <li>- Do research exercises to negotiate with secondary readings</li> <li>- Work in teams to discuss and critique different secondary material</li> <li>- Present reports that incorporate scholarly opinions as well as their critical analysis of different texts</li> <li>- Give and receive peer reviews, and respond to these commentaries</li> </ul> |
| CILO 6 | <ul style="list-style-type: none"> <li>- Write a research paper based on the formal elements, and the power of literature</li> <li>- Take the final exam to demonstrate their knowledge of literary concepts, genres, and the close connection between literature and society</li> </ul>  |

#### 11. ASSESSMENT METHODS (AMs)

| Type of Assessment Methods | Weighting | CILOs to be addressed | Description of Assessment Tasks  |
|----------------------------|-----------|-----------------------|--|
| Coursework                 | 60 %      | 1, 2, 3, 4, 5         | <p>Students will be assessed on their mastery of literary concepts, their understanding of generic conventions, their ability to relate literature to the world, their use and evaluations of secondary readings.</p> <p>In-class discussions and after-class small activities (10%)<br/>[evaluate students' participation]</p> <p>Presentation (20%)<br/>[check students' understanding of key concepts]</p> <p>Take-home assignments / Essays (30%)<br/>[assess students' abilities to apply learned knowledge to more in-depth problem solving]</p> |
| Examination                | 40 %      | 6                     | <p>The final exam will test and reward students' ability to negotiate with basic literary terminology, their assessment of power of literary conventions, their ability to perform textual analysis of selected texts, and their critical evaluations on the role of literature in</p>   |

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|  |  |  | society. |
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Students will be graded on consistency, accuracy, organization, participation, usage, and grammar.

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