

conducting action research and engaging themselves in reflective practice. Following concept elicitation, a series of seminars are to be held at the appropriate junctures of the action learning process, aiming to provide teachers with appropriate coaching and to facilitate them to reflect on and share their practices among a community of practice. Appropriate technologies are to be employed to enhance professional sharing and reflection. Teachers are required to create their own action learning portfolios to facilitate reflective practice.

EDUM 7460 Theory, Research and Pedagogical Issues of Early Childhood Mathematics (3,3,0) (C)

This course gives students an overview of the teaching and learning of Early Childhood Mathematics from both curriculum and pedagogical perspectives. It examines the issue in different directions: theory, research and classroom practice. It also supports and encourages students to rethink and reflect on their own curriculum and pedagogical knowledge, skills and practices.

EDUM 7470 Education and Social Development in a Globalized World (3,3,0)

This course enables students to examine the complex relationship between education, globalization and social development. Emphasis will be on their interactions both within and between More Developed Countries and Less Developed Countries. The course will also encourage students to consider alternative to the status quo.

EDUM 7480 Classroom Management and Communication (Primary School Focus) (3,3,0) (C)

This course will focus on the theoretical bases and the implementation of a range of approaches to classroom management and communication focusing on the primary school classroom. It emphasizes skills and knowledge for creating a learning environment that encourages positive social interaction and effective communication among members of the learning community.

EDUM 7490 Curriculum and Assessment (Primary School Focus) (3,3,0) (C)

This course provides students with knowledge about primary school curriculum in general. This course also introduces students to the principles and instruments of assessment commonly used in schools. Emphasis will be put on examples drawn from the Hong Kong context.

EDUM 7500 Classroom Management and Communication (Secondary School Focus) (3,3,0) (C)

This course will focus on the theoretical bases and the implementation of a range of approaches to classroom management and communication focusing on the secondary school classroom. It emphasizes skills and knowledge for creating a learning environment that encourages positive social interaction and effective communication among members of the learning community.

EDUM 7510 Curriculum and Assessment (Secondary School Focus) (3,3,0) (C)

This course provides students with knowledge about secondary school curriculum in general. This course also introduces students to the principles and instruments of assessment commonly used in schools. Emphasis will be put on examples drawn from the Hong Kong context.

ENG 7310 Literary Theory (3,3,0)

This course explores several topics in the history of literary criticism and critical theory. These include, among others, interpretation; canon formation; ideology; class, race, gender, and sexuality; discourse; hegemony; signification; and performativity. We will read key texts from every period in the Western canon, concluding with New Historicism and trauma theory.

ENG 7320 Global Modernisms (3,3,0)

In acknowledgement of the broad plurality of modern experience, and of the literatures in English depicting it, the course will explore the broad canon of modern literature as constructed comparatively across diverse linguistic, cultural and national contexts. The course will search for a broader rendering of “Modernist” culture, embracing old and new and ranging across the arts and media.

ENG 7330 Graduate Research Seminar (3,3,0)

This course is designed to engage students in critical discussions about aspects of literature from a world perspective. Students will examine major issues and concepts pertaining to the study of world literature and/or comparative literature with reference to selected literary texts. The relationship between literature and culture will be emphasized and different perspectives will be adopted for reading and interpreting world literature. Specific topics may vary from year to year.

ENG 7340 World Literatures in Modern Times (3,3,0)

This course examines the conceptualization and historical moments of “literatures in the world”. It begins by discussing the problematics in the way academic disciplines historically and politically situate literature as institutionalized “study”—national, imperial and ideological. The course then looks at two examples of literary imagination travelling in the world, with a focus on the historical transformation of the idea of the Mongol Empire since the 18th century up to present times. The two examples comprise literary imaginations and constructions travelling around the world, as expressions of such industrial and global formations such as expansive colonialism, civilizational universalism, economic globalization, and global tourism. Together, these instances of travel demand that we rethink the linear structure of (comparative) literary history. Eventually, this course shows students of literature and culture in the 21st century how and why historical, comparative, critical and imaginative work sustains the Auerbachian humanist tradition.

This course will focus on the following topics: knowledge and institution; industrial capital and global capital; literary imagination, travel and influence; translation and trans-nation, intellectual globalization.

ENG 7350 Comparative Literature and Arts (3,3,0)

This course compares and analyses different national literatures and their non-literary counterparts. Emphasis will be placed on widening students’ literary horizon, examining the similarities and differences among cultures, analysing the aesthetic exchange between literature, media, and nonfiction in a global context, and helping students develop their moral and ethical positions in response to different cultural, political, religious traditions.

ENG 7360 The Ecocritical Imagination (3,3,0)

The course will examine the variety of texts and genres, literary and critical, that document the relationship between the living world and its physical environment—focussing on the urgent ecological relationship between sentient creatures and the non-sentient substrate. What are the global implications for the living world, and how has the awareness of potential and actual problems found reflection in the literatures of environmental consciousness?

ENG 7370 World Drama (3,3,0)

This course provides a platform for students to examine the history of world drama, and the influence of dramatic movements across cultural contexts. Topics of interest may include the study of genres, dramatic schools, theories, movements, and specific playwrights. Equal emphasis will be given to various theoretical pursuits, as we analyse plays in light of gender theories, ideology, historicism, and performance studies.

ENG 7380 Twenty-first Century Literature (3,3,0)

Twenty-first century fiction provides a forum from which to explore recent novels from around the world. Topics that may

be investigated include the transnational, the post-postcolonial, the late-postmodern, the spectacular, the performative, hybridity, immigration, mass culture, sexuality, reliability, disaster, and protest. Given the global context of the course, English-language texts are selected from countries as diverse as Canada, India, Ireland, the USA and broader regions like the Caribbean and Asia. Particular emphasis will be placed on the political, cultural, and global underpinnings of the texts under consideration, drawn from this still-young century. Students will be encouraged to juxtapose the contents and contexts of chosen works while charting apparent shifts and trends in early 21st century artistic representation.

ENG 7390 Advanced Topic in Literary and Comparative Studies (3,3,0)

This course will define critical and disciplinary parameters necessary to in-depth study and research of literature(s) written in English. Students will be introduced to methodologies or approaches relevant to the study of the selected topic. Illustration of the topic will be done through close readings of selected primary and theoretical texts.

ENG 7400 Advanced Topic in Genre Studies (3,3,0)

This course will examine the features and/or development of a genre or subgenre, up to the present time. In a particular year, the focus of the course may be on a specific period and/or a (sub) genre, rather than a broad survey. Aside from a solid theoretical component, the course will offer a focus on selected texts with a view to developing the analytical and critical tools necessary to unfold their artistry and meaning.

ENG 7410 Advanced Topic in Critical Theory: Popular Cultural Studies (3,3,0)

This course will focus on the interdisciplinary, and still-emerging, field of cultural studies. Moving through the evolution of the critical discipline, which integrates its Marxist inceptions in 1950s Britain, its post-colonial and post-structuralist inclinations on the Continent in the 70s and 80s, and its contemporary multidimensional applications in places as different as the US and Hong Kong, this course will utilize the various discourses of culture and pop culture (including theory, the novel, and film) to excavate topics like stardom, the chic, the bourgeois, urbanism, democracy, globalism, reality television, mass identity, and eroticism. Students will be encouraged to develop their own informed ways of reading “culture” in its numerous modalities.

ENG 7420 Master's Project (3,3,0)

The project is an elective course conducted during the Spring semester designed for students who have (1) achieved a satisfactory grade in the Graduate Research Seminar during the Fall semester and (2) submitted a satisfactory prospectus to the MALCS Programme Management Committee no later than the end of November during the previous semester. As supervised by a core member of staff, students undertaking the project should develop habits of mind necessary to engage rigorously with their chosen topic(s). The project enables students not only to develop their own critical thinking but also the potential to build communities of scholarship in their chosen area(s) of focus. The project demands the highest standards of research and writing. Aside from its intrinsic value as a piece of scholarship, the project should provide evidence (in the form of an article-length research output) of a given student's worthiness for academic appointments or further studies.

ENG 7430 The Erotics of Humanism (3,3,0)

Taking its departure from the Western cultural project of historical humanism, this seminar will ask questions about the erotic and affective developments that occur within the processes of humanism's emergence as the cultural dominant within domains of knowledge production, creativity and species formation. These questions presume that the erotic is both a necessary component in the development of humanism—one of its necessary conditions—and also one of the consequences of that emergence. Readings

will move from Plato to Foucault and shall include creative, critical and theoretical works.

ENG 7440 Postcolonialism (3,3,0)

This course considers “India” as a site of literary production within colonial and postcolonial discourse before and after Indian independence in 1947. A privileged site in diasporic Anglophone history, India was among the earliest nations to delink its history of English from colonial culture. As both material locus of postcolonial reality, and an imaginary site in language, “India” both constitutes and problematizes contexts of race, class and nation and the canons deriving from these.

ENGL 1005 English, Creativity, and Cultures (3,3,0)

This course will (1) examine the changing nature of language, and how creativity forms and transforms the English language and different cultures in English; (2) question and challenge students' perceptions of language, culture and creativity; (3) reflect on how creativity has played a role in the production of literary and everyday texts; and (4) lay a foundation for linguistic and literary studies.

ENGL 2005 Introduction to the Study of Language (3,3,0)

This course will (1) raise students' awareness of language, especially the English language, as an object of study; and (2) lay a foundation for students' knowledge of language use and language structure including its phonology, morphology, syntax and semantics.

ENGL 2006 Language, Culture and Society (3,3,0)

This course will help students (1) understand the interaction between social systems and language varieties; (2) examine the notions of standard and non-standard varieties of a language, especially as they relate to the language situation in Hong Kong; (3) understand how language use differs across individuals and groups based on social class, gender, identity, and ethnicity; and (4) understand how language ideologies and attitudes impact language policies and language education.

ENGL 2007 Literary and Comparative Studies (3,3,0)

This course will (1) introduce students to basic concepts and terminologies used in literary and comparative studies; (2) introduce students to techniques and skills used in analysing literary texts across cultures; (3) explore the interrelations between literatures by exploring common themes, genres, etc.; (4) develop students' literary and cultural literacy by introducing them to literary masterpieces; and (5) develop students' basic research skills, critical thinking and analytical abilities.

ENGL 2015 Literature and Culture (3,3,0)

This course will (1) introduce students to the notion of literary culture; (2) illustrate the impact of culture in redefining English literature as a discipline; (3) locate the reader of English literature as a consumer of culture in a variety of popular forms; and (4) encourage the appreciation of culture and literature in their imagistic, graphic, literary, critical, and iconoclastic forms.

ENGL 2016 Sounds of English around the World (3,3,0)

This course will (1) provide basic knowledge of phonetics and phonology, one of the major subsystems of language; (2) expose students to subtleties in language sounds; (3) train students to transcribe language sounds in the International Phonetic Alphabet (IPA); and (4) familiarize students in the analysis of the sound systems of language, especially the sound systems of English in the speech of native and non-native speakers and of learners acquiring English as a first or a second language.

ENGL 2017 Stepping Stones in English Grammar (3,3,0)

This course will lay the foundations for students' acquisition of competence in and knowledge about the English language.