

School of Professional Education and Executive Development

Subject Description Form

Subject Code	LCS2349
Subject Title	Fiction and Life: Understanding Human Development
Credit Value	3
Level	2
GUR Requirements Intended to Fulfil	Cluster Area Requirement – Human Nature, Relations and Development English Reading and Writing Requirements
Medium of Instruction	English
Pre-requisite/ Co-requisite/ Exclusion	Nil
Prior Knowledge	Nil
Objectives	<p>This subject aims to help students understand how people grow, develop and change by introducing them to a variety of themes found in contemporary fictional works. It focuses on enabling students to appreciate the complexities and depth of human nature and to reflect on the virtues and vices of human beings, when they read the stories relating to different life stages. A wide range of perspectives and theories such as psychological, philosophical, and/or social will also be introduced to aid students' comprehension. By the end of completing the subject, students will be able to better appreciate human nature, human relationships, personal development, and the world and society they live in.</p> <p>The subject relates to Cluster Area Requirement (CAR) aims as follows:</p> <ul style="list-style-type: none"> • Literacy: By reading through the assigned contemporary fictional works, students will improve their English language proficiency as they learn to summarise contents and express opinions, further strengthening their reading and writing skills (grammar, sentence skills, etc.), and boosting their vocabulary. Simultaneously, the culturally diverse texts examined in this subject will enable students to become a socially and culturally literate person, who will appreciate the differences of others and be socially inclusive, and who will be aware of an array of social issues such as racism and prejudice, social (in)justice, physical features discrimination etc. Their understanding of these issues will help the students

	<p>communicate and work effectively in a cross-cultural setting in the future.</p> <ul style="list-style-type: none"> Higher order thinking: The subject will strengthen students' higher order thinking when they are asked to read different texts and write a critical analysis on fiction. When they write the critical analysis, the students must apply what they have learnt in classes and develop a plan to connect and combine their ideas into a unifying whole; they must also evaluate different concepts learnt and justify their positions when writing their analysis. Similar higher order thinking skills will also be needed in drafting the reflection paper. Thus, different aspects of higher order thinking will be engaged and reinforced amid the writing process. Lifelong learning: Through their perusal of different texts, students will develop good reading habits that motivate them to become lifelong readers and learners, which can better prepare them for further study or work. Reflection writing also encourages the students to develop self-understanding and self-knowledge, which can lead to lifelong learning when they become aware of their inadequacies and weaknesses. Finally, their exposures to different social issues may also encourage the students to critically engage with these issues, reflect on them and subsequently take considered actions for the welfare of themselves and others. <p>The subject content is also related to CAR(A) focus on human nature, human relationships, and human development.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) Develop their analytical and evaluative abilities through reading and understanding different fictional works relating to different life stages and forming their opinions; (b) Present their responses orally by articulating and elaborating their ideas towards different themes such as different aspects of human development identified in texts and leading a group discussion; (c) Write a critical analysis on fiction relating to certain life stages; (d) Connect what they have learnt in the subject with their life experiences by discussing how the learnt concepts are relevant to their lives, the society and/or the world; (e) Fulfil the English Reading and Writing Requirements.

Subject Synopsis/ Indicative Syllabus	Weeks	Topics	Suggested Reading
	1	Introduction to Fiction, Human Development and Close Reading Introducing Erikson's stages of psychosocial development	
	2-4	Childhood Social discrimination and social identity, living in diversity, norm and disabilities	<i>Wonder</i> (2012)
	5-6	Adolescence Intimacy, identity, sexuality, types of love and religion	<i>The Perks of Being a Wallflower</i> (1999) Or <i>Oranges Are Not the Only Fruit</i> (1985)
	7-9	Adolescence Racism and prejudices, justice and the law Or Illness and death, suffering, young love	<i>To Kill a Mockingbird</i> (1960) Or <i>The Fault in Our Stars</i> (2012)
	10-11	Adulthood Guilt and the persistence of the past, making amends for past mistakes Or Negotiating childhood and adulthood, loss and trauma, abuse and love	<i>The Kite Runner</i> (2003) Or <i>Atonement</i> (2001) Or <i>The Outcast</i> (2008)
	12-13	Adulthood Institution, hope, and redemption	<i>Rita Hayworth and the Shawshank Redemption</i> (1982)
Only 4-5 books will be discussed in the subject, yet students can choose to focus on a book from a more extensive list to work on in their critical analysis (Individual Assignment 1).			
Teaching/Learning Methodology	<p>The subject will be taught via one 1.5-hour lecture and one 1.5-hour tutorial each week, complemented by out-of-class self-study. The lectures will introduce the genre features, demonstrate close-reading skills, and provide basic intellectual frameworks and the language necessary for comprehension. The tutorials will guide students through the practice of close-reading and reflection to help them apply the basic frameworks, and to produce a piece of analytical writing.</p> <p>The methodology will be one of active learning, which will include class discussions, computer-mediated activities such as quizzes and surveys and other active learning activities such as role-playing games, one-minute reflections, pro-con grids etc. While excerpts from different texts will be provided to facilitate discussions, selected film adaptations of fictional works will also be shown in classes to assist students' understanding. Lifelong learning skills include critical thinking and</p>		

	communication skills will also be strengthened through active learning in classes and out-of-class reading and assignments.					
Assessment Methods in Alignment with Intended Learning Outcomes	A variety of assessment tools will be used to develop and assess students' achievement of the subject intended learning outcomes.					
	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			
			(a)	(b)	(c)	(d) (e)
	Continuous Assessment	100				
	▪ Group Project	30	✓	✓		
	▪ Individual Assignment 1	40 (30% + 10% English Writing Requirements)	✓		✓	✓
	▪ Individual Assignment 2	30 (30% English Reading Requirements)	✓			✓ ✓
	Total	100				
<p>To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment.</p> <p>The group project requires the students to work on a fictional work in depth. Students will be required to summarise and present the key themes found, apply fictional elements, contextualise them in the contemporary world, relate the stories to their lived experience in a critical manner, and lead a meaningful group discussion. Each student will be asked specific questions regarding the fictional work in order to assess the student's familiarity with the fictional work and his or her application of fictional elements.</p> <p>Individual assignment 1 is a critical analysis on a selected fictional work. Students are required to read the text assigned, identify key themes, and respond to the identified themes through close reading and by researching on the topics given. This assignment addresses the English Writing (EW) Requirements and students are required to submit their drafts for feedback before the final submission of the assignment.</p> <p>Individual assignment 2 requires students to write a reflection in class. Basically, they need to use the readings to answer two essential questions about the subject: (1) "How does the fictional works help me understand human nature and human development", and (2) "How are the themes</p>						

	<p>and concepts learnt relevant to my life?” This assignment addresses the English Reading (ER) Requirements. Students must use quotes and examples from the suggested readings to substantiate their claims.</p> <p>English Writing Requirements Individual Assignment 1 (a critical analysis) addresses the English Writing Requirements. Students will choose a fictional work to analyse.</p> <p>The critical analysis should include:</p> <ol style="list-style-type: none"> 1. A comprehensive summary of the work; 2. An in-depth analysis of the work using the terminology and intellectual frameworks suggested. <p>To fulfil the English Writing Requirements, students must submit their critical analyses for feedback.</p> <p>Students are expected to submit two drafts.</p> <p>The final draft should contain 1,500 to 2,500 words and consist of revisions to the previous draft(s).</p> <p>English Reading Requirements Individual Assignment 2 (a reflective essay) addresses the English Reading Requirements. Students will be required to read either an extensive text (at least 100,000 words or 200 pages), a movie script, or no more than four manuscripts with the same total word/page count to be selected from the assigned reading. This assignment will be completed in the last teaching week as an in-class assessment.</p>	
Student Study Effort Expected	Class contact:	Hours
	▪ Lecture	19.5
	▪ Tutorial	19.5
	Other student study effort:	
	▪ Self-study	86
	Total student study effort	125
Reading List and References	<p>Recommended Textbooks</p> <p>There is no prescribed textbook for this subject. Readings can include materials from the Internet and/or other materials from libraries.</p> <p>References Bates, A. T., & Kearney, J. A. (2015). Understanding death with limited experience in life: dying children’s and adolescents’ understanding of their own terminal illness and death. <i>Current Opinion in Supportive and Palliative Care</i>, 9(1), 40. doi: 10.1097/SPC.0000000000000118</p>	

Chbosky, S. (1999). *The perks of being a wallflower*. Simon & Schuster. **(ER) pp. 1-213.**

Erikson, E. (1980). *Identity and the life cycle*. Norton.

Green, H. (2013). *The faults in our stars*. Penguin Books Ltd. **(ER) pp. 1 – 336.**

Hosseini, K. (2013). *The kite runner paperback*. TKR Publications. **(ER) pp. 1- 400.**

Jago, C., Shea, R. H., Scanlon, L., & Aufses, R. D. (2011). *Literature & composition: Reading, writing, thinking*. Bedford/St. Martin's.

Jones, S. (2009). *The outcast: A novel*. HarperCollins. **(ER) pp. 1-368.**

Kågesten, A., & van Reeuwijk, M. (2021). Healthy sexuality development in adolescence. *Sexual and Reproductive Health Matters*, 29(1), 104-120. doi: [10.1080/26410397.2021.1996116](https://doi.org/10.1080/26410397.2021.1996116)

Kelly, J. (2015). *The seagull reader: Stories*. W. W. Norton.

Kermode, M. (2003). *The Shawshank redemption*. British Film Institute. **(ER) pp. 7-88.**

King, S. (2017). *Different seasons: Four novellas*. Simon & Schuster. **(ER) pp. 15-107.**

Kohlberg, L. (1981). *The philosophy of moral development: Moral stages and the idea of justice*. Harper & Row.

Kohlberg, L. (1983). *Moral stages: A current formulation and a response to critics*. Karger.

Lee, H. (1988). *To kill a mockingbird*. Grand Central Publishing. **(ER) pp. 1 – 384.**

McEwan, I. (2002). *Atonement*. Vintage Publishing. **(ER) pp. 1 – 384.**

Moore, S. M., & Rosenthal, D. A. (2007). *Sexuality in adolescence: Current trends*. Routledge.

Palacio, R. J. (2017). *Wonder. Movie tie-in*. Alfred A. Knopf Books for Young Readers. **(ER) pp. 1- 352.**

Poty, D., & White, C. W. (2020). Another lesson from the Mockingbird: Institutional racism in Harper Lee's *To Kill A Mockingbird*. *The American Journal of Medicine*, 133(11). doi:10.1016/j.amjmed.2020.07.008

Radzik, L. (2004). Making amends. *American Philosophical Quarterly*, 41(2), 141-154. <https://www.jstor.org/stable/20010149>

	<p>Radkowsky, M., & Siegel, L. J. (1997). The gay adolescent: Stressors, adaptations, and psychosocial interventions. <i>Clinical Psychology Review</i>, 17(2), 191-216. doi:10.1016/S0272-7358(97)00007-X</p> <p>Sternberg, R. J. (1986). A triangular theory of love. <i>Psychological Review</i>, 93(2), 119.</p> <p>Stillion, J. M., & Papadatou, D. (2002). Suffer the children: An examination of psychosocial issues in children and adolescents with terminal illness. <i>American Behavioral Scientist</i>, 46(2), 299-315. doi:10.1177%2F000276402236679</p> <p>Smith, E. E. (2017). <i>The power of meaning: The true route to happiness</i>. Random House.</p> <p>Wilkerson, R. L. (2014). <i>Stephen King's bad place: Institutions, spaces, and gender in The Shining and "Rita Hayworth and Shawshank Redemption"</i>. Western Illinois University.</p> <p>Winterson, J. (1991). <i>Oranges are not the only fruit</i>. Random House. (ER) pp. 1 – 176.</p> <p><i>The items marked with (ER) in the Reading List and References are selected to help students fulfil the Reading Requirement, with most exceeding 213 pages.</i></p> <p><i>The Reading List and References are indicative. Relevant reading materials will be suggested and assigned from time-to-time when they are deemed appropriate.</i></p>
--	--