

City University of Hong Kong

**Information on a Course
offered by Department of English
with effect from Summer 2010**

Part I

Course Title: Critical Thesis

Course Code: EN6311

Course Duration: 1 Semester

Credit Units: 3

Level: P6

Medium of instruction: English

Prerequisites: EN6303 Reading Like a Writer I and

EN6309 Directed Reading & Critical Writing I and EN 6310 Directed Reading &

Critical Writing II

Precursors: NA

Equivalent Courses: NA

Exclusive Courses: NA

Part II

1. Course Aims:

This course aims to synthesize students' awareness of the literary tradition(s) and genre(s) that inform their own creative writing and to master the elements of writing craft in their chosen genre. This is achieved through a focused critical thesis, based on a structured reading list, that students develop with their advisor's input. *Note:* Students are expected to develop a critical thesis that primarily analyzes creative work or craft elements specific to their own genre, but may include reading from other genres.

2. Course Intended Leading Outcomes (CIOSs)

Upon successful completion of this course, students should be able to:

No.	CIOSs
1	Demonstrate the skill of writing a single, large critical work on some aspect of writing craft or genre, which shows an understanding of how to read like a writer.
2	Analyze craft issue(s) and Asian aspect(s) of creative writing through focused research and writing around a single topic.
3	Apply critical thinking & readings skills in the analysis of the creative writing process.

3. Teaching and learning Activities (TLAs)

ILO No.	TLAs
CIOSs 1 – 3	Written critiques by the advisor of three portfolios of critical writing directed towards a final critical thesis submission by the 3 rd portfolio of approximately 5,000 words, exclusive of citations, plus a bibliography.
CIOSs 1 – 3	Reflection on each critique, with questions posed to the advisor as needed, in order to improve the subsequent portfolio of work based on the advisor's feedback.
CILO 2 – 3	Application of learning in simultaneous course with the same advisor

4. Assessment Tasks/Activities

ILO No.	Assessment tasks/activities	Weighting
CIOSs 1 – 3	Three portfolios progressively leading to the final critical thesis	30%
CIOSs 1 – 3	Final critical thesis	70%

5. Grading of Student Achievement

Grading pattern: Standard (A+, A, A- . . . F)

Assessment Form

The three assessments that advisors must complete include:

- 1) Portfolio Written Critiques (Three critiques, each to be sent to the student no later than one week after receipt of the portfolio, comprising approximately 4 - 6 single spaced A-4 pages each)
- 2) Final Written Evaluation (One evaluation comprising a single A-4 page)
- 3) Final Grade

1 & 2 are evaluative commentaries and individualized for each student depending on the agreed upon reading list and the topic and research covered in the critical thesis. As such, it is not a standard form except for inclusion of student reference and genre. At the end of the semester, the advisor must submit all evaluations for filing with the program and indicate the final grade.

Assessment Criteria

The tables below set out the assessment criteria for the critical essays and reading journals. All students are expected to submit students are expected to submit their work on time in accordance to the schedule agreed upon with the faculty mentor for the semester. A complete draft of the critical thesis is due by no later than the 3rd portfolio submission, and the final critical thesis must be submitted on time in accordance to the program schedule. Late submissions may result in the reduction of one minus grade for each late submission to the final grade (i.e.: B+ becomes B; B becomes B-; etc.).

Assessment Criteria: Critical Thesis

Grade	
A	Writing demonstrates superior ability to define, describe and analyze the craft elements in the selected text(s) used as examples in the critical writing. The final critical thesis clearly articulates a deep and original central idea and the writing is exceptionally well organized with evidence of sound and highly commendable critical thinking and depth of analysis. Text(s) selected for analysis and the analysis demonstrate a superior appreciation of what constitutes literary quality in creative work; judgments are supported by excellent examples from the text(s) and secondary sources, if applicable.
B	Writing demonstrates good ability to define, describe and analyze the craft elements in the selected text(s) used as examples in the critical writing. The final critical thesis clearly articulates a persuasive central idea and the writing is well organized with evidence of sound and commendable critical thinking and depth of analysis. Text(s) selected for analysis and the analysis demonstrate an above average appreciation of what constitutes literary quality in creative work; judgments are supported by good to excellent examples from the text(s) and secondary sources, if applicable.
C	Writing demonstrates average ability to define, describe and analyze the craft elements in the selected text(s) used as examples in the critical writing. The final critical thesis articulates a central idea and the writing is organized with evidence of sound critical thinking and depth of analysis. Text(s) selected for analysis and the analysis demonstrate an average appreciation of what constitutes literary quality in creative work; judgments are supported by examples from the text(s) and secondary sources, if applicable.

D	Writing demonstrates poor ability to define, describe and analyze the craft elements in the selected text(s) used as examples in the critical writing. The final critical thesis does not clearly articulate a central idea and the writing is marginally organized with little evidence of critical thinking and depth of analysis. Text(s) selected for analysis and the analysis demonstrate a poor or limited appreciation of what constitutes literary quality in creative work; judgments are not well supported by examples from the text(s) and secondary sources, if applicable.
F	Writing is incompetent and demonstrates little to no ability to define, describe and analyze the craft elements in the selected text(s) used as examples in the critical writing. The final critical thesis has no clear central idea and the writing is disorganized with no critical thinking and depth of analysis. Text(s) selected for analysis and the analysis demonstrate little to no appreciation of what constitutes literary quality in creative work; judgments are not supported by examples from the text(s) or secondary sources.

Keyword Syllabus: To be advised

Recommended Reading Text(s)

To drawn from the Master Reading List of the MFA programme.

Returned by

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Revised by Xu Xi
May 17, 2011