

City University of Hong Kong

**Information on a Course
offered by Department of English
with effect from Summer 2013**

Part I

Course Title: Writing Life Internship

Course Code: EN6321

Course Duration: 1 semester

Credit Units: 6

Level: P6

Medium of instruction: English

Prerequisites: EN 6301 Summer Writing Workshop I; EN 6303 Reading Like A Writer I; EN 6305 & 6314 Generative Writing Workshops I & II; EN 6306 & 6307 Distance Mentoring Creative Writing I & II; EN 6309 & 6310 Directed Reading & Critical Writing I & II

Precursors: NA

Equivalent Courses: NA

Exclusive Courses: NA

Part II

1. Course Aims:

This course focuses students on some aspect of the professional writing life through an independent study that is designed by the student in conjunction with the MFA program leader and assigned faculty mentor. The student must propose the intended partner for the internship for approval by the program. The semester's study plan can include, but is not limited to, teaching or co-teaching a creative writing workshop, literary editorial work with a journal or publishing house, producing or curating a literary event or any other endeavor that would be considered a meaningful experience in the professional writing life and must be the equivalent of a semester's worth of work.

2. Course Intended Learning Outcomes (CILOSs)

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

No.	CILOs
1	Apply and conform to professional standards in their chosen field of endeavor in the writing life.
2	Generate and execute a proposal, plan or program at a professional level in their chosen field of endeavor in the writing life.
3	Achieve a deeper understanding of the role of the professional writer in the chosen field of endeavor in the writing life.

3. Teaching and learning Activities (TLAs)

ILO No.	TLAs
CILOs 1 - 3	Written critiques by the faculty mentor of regular reports on the progress of the independent study over the course of the semester that addresses goals, work-in-progress and ongoing discoveries of professional standards and requirements in their chosen field of endeavor in the writing life. The number and format of reports should be agreed upon in the study plan at the beginning of the semester, but must be a minimum of three reports.
CILO 1-3	Reflection on each critique, with questions posed to the mentor as needed, in order to improve the actual work performed and subsequent reports.
CILO 3	One reflective essay of 7 to 10 pages on the role of the professional writer in the chosen field of endeavor in the writing life.
CILO 3	One critical research paper of 7 to 10 pages on the role of the professional writer in the chosen field of endeavor in the writing life.

4. Assessment Tasks/Activities

ILO No.	Assessment tasks/activities	Weighting
CILOs 1 – 3	Regular reports on progress of independent study and response to critiques by faculty mentor	50%
CILO 3	One reflective essay	25%
CILO 3	One critical research paper	25%

5. Grading of Student Achievement

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

Assessment Form

Faculty must submit a final grade plus a brief written evaluation of each student's performance in workshop.

Assessment Criteria

The tables below set out the assessment criteria for participation in the workshop as well as for the creative writing submission in each of the three areas of study, namely Creative Nonfiction, Fiction & Poetry. All students are expected to submit their manuscripts for the workshop on time in accordance to the program schedule, and demonstrate active participation in producing revisions and writing assignments or exercises as required by the faculty leader. Failure to submit revisions or assignments other than the original submissions will result in the reduction of one or more minus grade to the final grade, the actual reduction being at the discretion of the faculty leader (i.e.: B+ becomes B; B becomes B-; etc.).

Assessment Criteria: Regular Reports & Critiques

Grade	
A	Student demonstrates superior ability to report on the progress of the independent study and responds to the mentor's critiques. This includes an ability to articulate meaningful and thoughtful suggestions for improvement based on specific observations about the work under discussion. During all exchanges, the student is courteous and shows respect for the mentor's opinions while still being able to argue persuasively her/his own point of view. The student will also be able to reference any readings or research at a superior critical level as evidenced in the exchange.
B	Student demonstrates a good ability to report on the progress of the independent study and responds to the mentor's critiques. This includes an ability to articulate somewhat meaningful and thoughtful suggestions for improvement based on specific observations about the work under discussion. During all exchanges, the student is courteous and shows respect for the mentor's opinions while still being able to argue well for her/his own point of view. The student will also be able to reference any readings or research at a good critical level as evidenced in the exchange.
C	Student demonstrates an average ability to report on the progress of the independent study and responds to the mentor's critiques. This includes an ability to articulate basic suggestions for improvement based on specific observations about the work under discussion. During all exchanges, the student is courteous and shows respect for the mentor's opinions while still being able to argue for her/his own point of view. The student will also be able to reference any readings or research at an average critical level as evidenced in the exchange.

D	Student demonstrates a weak ability to report on the progress of the independent study and responds to the mentor's critiques. This includes an ability to articulate few or no suggestions for improvement based on observations about the work under discussion. During all exchanges, the student is courteous and shows respect for the mentor's opinions but may be unable to defend her/his point of view. The student will only be able to reference any readings or research at a minimal critical level as evidenced in the exchange.
F	Student is unable to report on the progress of the independent study or respond to the mentor's critiques. There is no ability to articulate suggestions for improvement based on observations about the work under discussion. During all exchanges, the student participates minimally and is unable or unwilling to defend her/his point of view. The student demonstrates minimal or no ability to reference to reference any readings or research as evidenced in the exchange.

Assessment Criteria: Critical Paper

Grade	
A	Writing demonstrates superior ability to define, describe and analyze the work performed in terms of progress, achievements and discoveries. The final paper clearly articulate 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 or research results described and the analysis itself demonstrate a superior appreciation of what constitutes critical judgments; 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 work performed in terms of progress, achievements and discoveries. The final paper clearly articulate an original 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 or research results described and the analysis itself demonstrate a good appreciation of what constitutes critical judgments; judgments are supported by good examples from the text(s) and secondary sources, if applicable.
C	Writing demonstrates average ability to define, describe and analyze the work performed in terms of progress, achievements and discoveries. The final paper articulates a central idea and the writing is organized with evidence of sound critical thinking and depth of analysis. Text(s) selected for analysis or research results described and the analysis itself demonstrate an average appreciation of what constitutes critical judgment; 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 work performed in terms of progress, achievements and discoveries. The final paper 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 or research results described and the analysis itself demonstrate a poor or limited appreciation of what constitutes critical judgments; 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 work performed in terms of progress, achievements and discoveries. The final paper has no clear central idea and the writing is disorganized with no critical thinking and depth of analysis. Text(s) selected for analysis or research results described and the analysis itself demonstrate little to no appreciation of what constitutes critical judgments; judgments are not supported by examples from the text(s) or secondary sources.

Assessment Criteria: Reflective Essay

Grade	
A	Writing demonstrates superior ability to combine the factual aspects of personal experience and research with reflection on discovery pertinent to the writing life. This includes a clear focus on a central idea arising from the experience of the internship, using examples or incidents to illustrate the key points. The prose demonstrates an excellent command of language which is tightly copy edited and honed, as well as a cadence suited to a reflection. The writing must encompass an overall artistry, creativity and depth that is comparable to published work of high literary merit.
B	Writing demonstrates good ability to combine the factual aspects of personal experience and research with reflection on discovery pertinent to the writing life. This includes a clear focus on a central idea arising from the experience of the internship, using examples or incidents to illustrate the key points. The prose must demonstrate a solid command of language which is well copy edited and honed, as well as a cadence suited to a reflection. The writing encompasses an overall artistry, creativity and depth that is comparable to published work of average to good literary merit.
C	Writing demonstrates average but competent ability to combine the factual aspects of personal experience and research with reflection on discovery pertinent to the writing life. This includes focus on a central idea arising from the experience of the internship, using examples or incidents to illustrate the key points. The prose demonstrates a command of language which is copy edited and honed, with some evidence of cadence suited to a reflection. The writing encompasses an overall artistry, creativity and depth that is comparable to writing of

	acceptable literary merit that may or may not be considered publishable.
D	Writing demonstrates weak ability to combine the factual aspects of personal experience and research with reflection on discovery pertinent to the writing life. This includes little to no focus on a central idea arising from the experience of the internship, with few or limited examples or incidents to illustrate the key points. The prose demonstrates a limited command of language which is poorly copy edited and honed, with little evidence of cadence suited to a reflection. The writing produced is of a level that is unlikely to be considered publishable.
F	Writing lacks competent ability to combine the factual aspects of personal experience and research with reflection on discovery pertinent to the writing life. There is little evidence of a central idea arising from the experience of the internship, with little or no examples or incidents to illustrate the key points. The prose demonstrates a shaky command of language which is not copy edited and honed, with no evidence of cadence suited to a reflection. The writing is of low literary merit and would not generally be considered publishable.

Keyword Syllabus: To be advised

Recommended Reading Text(s)

To be developed based on scope of independent study

Returned by

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