

City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2016/17

Part I Course Overview

Course Title: Creative Writing

Course Code: GE2405

Course Duration: One semester

Credit Units: 3

Level: B2

- Arts and Humanities
 Study of Societies, Social and Business Organisations
 Science and Technology
X GE English

Proposed Area:
(for GE courses only)

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title)
Grade D in HKAL Use of English or Grade 4 in HKDSE or;
successful completion of English Academic Proficiency Courses
(EL0220, EL0222, EL0223 and EL0225 – 6 credits) or;
English for Academic Purposes (EL0200 – 6 credits) or;
English for Academic Purposes 2 (EL0200B – 3 credits) or;
Grade B or above in English for Academic Purposes 1 (EL0200A – 3 credits)

Precursors:
(Course Code and Title) None

Equivalent Courses:
(Course Code and Title) None

Exclusive Courses:
(Course Code and Title) EN2322 Creative Writing

Part II Course Details

1. Abstract

This course aims to provide students with opportunities to explore how English can be used as a tool for inquiry, learning, thinking and communicating with others in contexts of their own interests and disciplines. Through a variety of creative activities such as story-writing, script-writing, poem-writing and re-creating existing literary texts, students will learn to become self-directed English language learners, creative writers and critical thinkers while developing their own professional identities in disciplinary communities and membership in their own groups of interests.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Recognize and apply formal literary elements and use of figurative language in writing of various literary genres		√	√	√
2.	Apply literary elements to produce short stories		√	√	√
3.	Apply figurative language to write poems of different genres		√	√	√
4.	Produce TV/Play scripts				√
5.	Consider and practice the adaptation of one literary medium into another (e.g. poem into short story);		√	√	√
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
1	Lectures will provide background theoretical and analytic tools, to stimulate thoughts, and to assist in discussions of chosen, representative texts.	√	√	√	√	√		
2	Writing workshops will stimulate personal reflections, and understanding of texts through the application of literary theories learnt	√	√	√	√	√		
3	Peer sharing sharing will stimulate discussion, debate, exchanging of personal reflections.	√	√			√		
4	Group discussions and consultations will stimulate discussion, debate, exchange of personal reflections.	√			√	√		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5			
Continuous Assessment: 100%								
Short story Write and revise according to feedback a short story	√	√			√		30%	Individual assessment, no more than 2000 words
Script Write a script of not more than 20 minutes show (this 20 minute show can be a complete individual show or the first episode of a long series)	√			√			25%	Group assessment Groups will be limited to a maximum of 3 students to reduce the levelling out of grades
Poetry Journal Write and revise according to feedback different kinds of poems that are taught in this course	√		√		√		30%	Individual assessment
Reading Responses Students will participate actively in class discussions and show that have an understanding of aspects of readings assigned	√	√	√	√	√		15%	Individual assessment
Examination: 0%								
							100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
All tasks	Content	<p>The case is extremely well-presented, analysed and critically reflected on;</p> <p>All relevant information is excellently covered and theories/ concepts extremely well applied;</p> <p>The purpose of analysing and presenting the case is completely achieved.</p>	<p>The case is competently presented, analysed and critically reflected on;</p> <p>The information is sufficiently covered and theories/ concepts are very well applied;</p> <p>The purpose of analysing and presenting the case is achieved.</p>	<p>The case is adequately presented, analysed, and critically reflected on reasonably well;</p> <p>Only part of the information is covered with some application of theories/ concepts;</p> <p>The purpose of analysing and presenting the case is partially achieved.</p>	<p>The case is sketchily presented and analysed inadequately with few critical reflections;</p> <p>Only limited information is included with very little application of theories/ concepts;</p> <p>The purpose of analysing and presenting the case is not fully achieved at all.</p>	<p>The case is highly inadequate in its presentation and is very badly analysed with no critical reflections;</p> <p>Very limited or inaccurate information is included with no application of theories/ concepts;</p> <p>The purpose of analysing and presenting the case is not achieved in any way.</p>
	Language and style	<p>Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with 80%-100% accuracy;</p> <p>Use of vocabulary is very concise, precise and varied;</p>	<p>Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate, with 65%-79% accuracy;</p> <p>Use of vocabulary is concise, precise and varied;</p>	<p>Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with 50%-64% accuracy;</p> <p>Use of vocabulary is somewhat concise, precise and varied;</p>	<p>Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate, with 40%-49% accuracy; exhibit a great deal of residual and editorial problems.</p> <p>Use of vocabulary is limited and repetitive</p>	<p>Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate, below 39% accuracy; exhibit very serious of residual and editorial problems.</p> <p>Use of vocabulary is not concise, varied, and incomprehensible;</p>

		<p>Style is highly appropriate;</p> <p>Writing expresses ideas and emotions in complex, finely tuned and precise ways</p>	<p>Style is appropriate;</p> <p>Writing expresses ideas and emotions clearly and with good choice of language</p>	<p>Style is somewhat appropriate</p> <p>Writing shows some ability at expressing ideas and emotions</p>	<p>Style is generally Inappropriate</p> <p>Writing can describe and express ideas and emotions in simple ways</p>	<p>Style is totally inappropriate</p> <p>Language does not describe and express ideas and emotions effectively</p>
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General Criteria for Assessment of Language Proficiency

Proficient User	Can understand with ease virtually everything heard or read. Can summarise and analyze information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. Can create new and creative insights and texts by reflecting and thinking critically from reading and comprehending texts.
	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Can create new insights and texts by reflecting and thinking critically from reading and comprehending texts.
	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. Can create insights and texts by reflecting and thinking critically from reading and comprehending texts.
	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Creativity and imagination, Creative Literary Genres, Poetic/figurative language, Story-telling, Collaborative writing, Scriptwriting, Literature and Adaptation

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Anderson, L. (ed.) (2006) <i>Creative Writing: A Workbook with Readings</i> . The Open University.
2.	Brandt, D and Gardner, J. (1981) <i>Becoming a writer</i> , J.B. Tarcher
3.	Casterton, J. (1998) <i>Creative Writing A Practical Guide</i> . Macmillan Press.
4.	Carver, R (1981) <i>What We Talk About When We Talk About Love</i> . The Harvill Press
5.	Carver, R. (1996) <i>All of Us</i> . The Harvill Press.
6.	Gardner, J. (1991) <i>The Art of Fiction</i> . Vintage Books.
7.	Joselow, B. B. (1995) <i>Writing without the muse: 15 beginnings for the creative writer</i> . Storyline Press.
8.	Romano, T. (2000) <i>Blending Genre, Altering Style-Writing Multigenre Papers</i> . Heinemann
9.	Thiel, D. (2005) <i>Crossroads Creative Writing Exercises in Four Genres</i> . Pearson Longman.

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	Students will discuss in class the issues germane to the topic and bring up questions for further discussion. CILO 1- 4
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	Students will read theoretical papers to help them engage the topic at hand. CILO 1-3
PILO 3: Demonstrate critical thinking skills	Students will participate actively in discussions and have to write critical essays. CILO 1-4
PILO 4: Interpret information and numerical data	
PILO 5: Produce structured, well-organised and fluent text	Students are required to write critical essays. CILO 1-4
PILO 6: Demonstrate effective oral communication skills	Students are required to do a class presentation. CILO 1-3
PILO 7: Demonstrate an ability to work effectively in a team	Students are required to do a group class presentation. CILO 1-3
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	Students will reflect on Hong Kong's culture and literature through some readings by Hong Kong writers, in the context of Asian writing. CILO 1-4
PILO 9: Value ethical and socially responsible actions	
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	Students will generate creative and critical responses to the texts taken in class. CILO 1-4

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Adaptation of an existing literary text