

City University of Hong Kong

**Information on a Course
offered by Department of English
with effect from Summer Term 2014**

Part I

Course Title: Directed Reading & Critical Writing II

Course Code: EN6310

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

Precursors: NA

Equivalent Courses: NA

Exclusive Courses: NA

Part II

Course Aims:

This course aims to expand 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 in order to improve their own creative writing. This is achieved through a directed reading list that students compile with their advisor's input, and by producing a series of critical essays on writing craft based on their reading. *Note:* Students are expected to develop reading lists primarily in their own genre, but may include reading from other genres. Similarly, the critical writing focus is intended primarily to cover reading in their own genres, but may reference readings in other genres.

This course offers separate sessions and students can choose from either Creative Nonfiction or Fiction or Poetry.

Course Intended Leading Outcomes (CILOs)

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

No.	CILOs
1	Demonstrate the skill of writing critical essays on writing craft which show an understanding of how to read like a writer.
2	Analyze the craft issue(s) and Asian aspect(s) of creative writing through exploring different styles and subjects in representative literary works as demonstrated through the reading journals.
3	Apply critical thinking & readings skills in the analysis of the creative writing process.

Teaching and learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

ILO No.	TLAs
CILOs 1 – 3	Written critiques by the advisor of four portfolios of critical essays and reading journals submitted by students at an agreed upon schedule. Critical essays should each be 4 – 6 manuscript pp, exclusive of footnotes and bibliography; the reading journal is less formal and variable but each submission should not be less than 2 – 3 single-spaced A-4 pp.
CILOs 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 as Distance Mentoring Creative Writing II.

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

ILO No.	Assessment tasks/activities	Weighting
CILOs 1 – 3	Four critical essays	70%
CILOs 1 – 3	Reading journal	30%

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 (Four 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 topics covered in the critical essays. 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. 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 Essays

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. Essays are well organized, clear, concise and show evidence of sound and highly original 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. Essays are organized, clear, concise and show evidence of sound critical thinking, some originality and depth of analysis. Text(s) selected for analysis and the analysis demonstrate a good appreciation of what constitutes literary quality in creative work; 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 craft elements in the selected text(s) used as examples in the critical writing. Essays are organized and show sound critical thinking and some 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 reasonable 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. Essays are marginally organized and lack depth in critical thinking and 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) or secondary sources.
F	Writing is incompetent and demonstrate little or no ability to define, describe and analyze the craft elements in the selected text(s) used as examples in the critical writing. Essays are disorganized and lack

	critical thinking and analysis. Text(s) selected for analysis and the analysis demonstrate little or no appreciation of what constitutes literary quality in creative work; judgments are not supported by examples from the text(s) or secondary sources.
--	--

Assessment Criteria: Reading Journal (total 30%)

Grade	
A	Journal demonstrates notably significant evidence of having read, digested and reflected upon the text(s) in the reading list. The writing, albeit informal, demonstrates a superior level of creative engagement with the reading in terms of the observations on writing craft, learning or discoveries for the student's own writings and sound critical thinking.
B	Journal demonstrates significant evidence of having read, digested and reflected upon the text(s) in the reading list. The writing, albeit informal, demonstrates a good level of creative engagement with the reading in terms of the observations on writing craft, learning or discoveries for the student's own writings and sound critical thinking.
C	Journal demonstrates evidence of having read, digested and reflected upon the text(s) in the reading list. The writing, albeit informal, demonstrates an average level of creative engagement with the reading in terms of the observations on writing craft, learning or discoveries for the student's own writings and sound critical thinking.
D	Journal demonstrates limited evidence of having read, digested and reflected upon the text(s) in the reading list. The writing, albeit informal, demonstrates a poor level of creative engagement with the reading in terms of the observations on writing craft, learning or discoveries for the student's own writings and sound critical thinking.
F	Journal demonstrates little to no evidence of having read, digested and reflected upon the text(s) in the reading list. The writing, albeit informal, demonstrates a limited to incompetent level of creative engagement with the reading in terms of the observations on writing craft, learning or discoveries for the student's own writings and sound critical thinking.

Keyword Syllabus: To be advised

Recommended Reading Text(s)

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