

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Semester A 2018/19**

Part I Course Overview

Course Title: Chinese Creative Writing

Course Code: CAH5722

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: Chinese

Medium of Assessment: Chinese

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) CTL5722 Chinese Creative Writing

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

The aim of this course is to develop students' creative writing ability in various genres, forms and styles through a series of writing tasks.

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.	Analyze different genres, forms and styles of writing	10%	x	x	
2	Analyze the process of composing a text	20%	x		x
3	Analyze the writing principle and techniques	20%	x		x
4	Analyze selected renowned writers' works	10%	x	x	
5.	Discover the aesthetics of good literary works	10%	x	x	
6.	Apply writing techniques to compose creative and innovative works	30%		x	x
		100%			

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	6	
Lectures	<ul style="list-style-type: none"> different genres, forms and styles of writing; writing techniques including the use of association and imagination in creative writing, changing abstract to concrete and vice versa, rhetoric, etc; the process of composing a text. selected readings of renowned writers' works in different writing styles; 	x	x	x	x	x	x	
Tutorials	Presentation, Analysis of selected writers' works, Discussion and evaluation of peers' creative works	x	x	x	x	x	x	

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	6		
Continuous Assessment: 100%								
Participation and Discussion in class	x	x	x	x	x	x	25%	
Analysis and application of creative writing techniques, discussion on writers' works and evaluation of peers' creative works to assess students' knowledge, abilities and innovations in writing creative works								
Short reports to evaluate students' analytical thinking and creative writing abilities	x	x	x		x	x	30%	
Final assignment to show creative writing abilities	x	x	x		x	x	45%	
Examination: 0% (duration: -)								
							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-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class Participations	The command of knowledge in advanced topic(s) in Chinese for Media Writing. The grasping level of course contents.	Excellent command of knowledge in advanced topic(s) in Chinese for Media Writing. Superior grasp of course contents.	Good command of knowledge in advanced topic(s) in Chinese for Media Writing. Good grasp of course contents.	Normal command of knowledge in advanced topic(s) in Chinese for Media Writing. Fair grasp of course contents.	Weak command of knowledge in advanced topic(s) in Chinese for Media Writing. Very limited grasp of course contents.	Not able to demonstrate the command of knowledge in advanced topic(s) in Chinese for Media Writing. Insufficient grasp of course contents.
2. Short Reports	The ability in demonstrating knowledge application. The evidence of accurate and comprehensive description of material. The presentation skills and time management.	Superiorly demonstrate knowledge application. Very strong evidence of accurate and comprehensive description of material. Superior presentation skills and very good time management.	Good demonstration of knowledge application. Strong evidence of accurate and comprehensive description of material. Impressive presentation skills and good time management.	Adequate demonstration of knowledge application. Limited evidence of accurate and comprehensive description of material. Unimpressive presentation skills and fair time management.	Demonstrate limited application of subject knowledge. Very limited evidence of accurate and comprehensive description of material. Poor presentation skills and time management.	Not able to demonstrate application of subject knowledge. No evidence of accurate and comprehensive description of material. Very poor presentation skills and no time management.
3. Final Assignment of Creative Writing	The quality of contents, the level of grasping materials with in-depth or extensive knowledge of the subject matter. The organisation, structure designed and overall composition.	Rich contents, superior grasp of materials with in-depth or extensive knowledge of the subject matter. Rigorous organisation, coherent structure designed and balanced composition.	Adequate contents, well grasping of materials with in-depth or extensive knowledge of the subject matter. Good organisation, well structure designed and balanced composition.	Barely enough of contents, fairly grasp of materials with in-depth or extensive knowledge of the subject matter. Fair organisation, adequate structure designed and composition.	Unclear contents, unable to grasp materials with in-depth or extensive knowledge of the subject matter. Poor organisation, structure designed and composition.	Inadequate ability to handle writings task for Creative Writing.

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.)

the process of composition, writing techniques, the structure and arrangement of a text, effective use of association and imagination for creative writing, from abstract to concrete and vice versa, rhetoric and diction, different literary forms of writing, different literary styles of writing, selected readings of renowned writers' works in different writing styles; practice in writing.

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.)

N/A

2.2 Additional Readings

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

主要閱讀

1.	張愛玲 “紅玫瑰與白玫瑰” <張愛玲短篇小說集> 台北: 皇冠 2010
2.	<莫言短篇: 老槍.寶刀> 莫言 台北: 麥田 2013
3.	<烈佬傳> 黃碧雲 香港: 天地 2013
4.	<2013 飲食文選> 焦桐 編 台北: 二魚文化 2014
5.	<V 城繁盛錄> 董啟章 香港: 香港藝術中心課程部 1998
6.	<香港三部曲> 陳冠中 香港: 牛津 2007
7.	<香港影像書寫: 作家、電影與改編> 黃淑嫻 香港: 公開大學 2014
8.	<我們已經走投無路> 馬家輝 香港: 花千樹 2014
9.	<創意人: 創意思考的自我訓練> 詹宏志 台北: 臉譜 2009

參考閱讀

1.	<率性而多感的小說家> 帕慕克 台北麥田 2012
2.	<閱讀的故事> 唐諾 台北: 印刻 2009
3.	<永遠的少年: 村上春樹的寫作藝術> 楊照 台北: 本事 2011
4.	<Play . 紙標本: 黃子欽的封面故事> 黃子欽 台北: 啟動文化 2012
5.	<寫作的秘密> 喬爾根.沃夫 台北: 如果 2014
6.	<舌尖與筆尖的對話: 台灣當代飲食書寫研究> 徐耀焜 台北: 萬卷樓 2007
7.	<蒼涼與世故: 張愛玲的啟示> 李歐梵 香港: 牛津 2006
8.	<腹語術> 夏宇 台北: 現代詩季刊 2001
9.	<家變六講: 寫作過程回顧> 王文興 台北: 麥田 2009
10.	<跨世紀風華: 當代小說 20 家> 王德威 台北: 麥田 2002
11.	<閱讀的故事> 唐諾 台北: 印刻 2005
12.	<小說稗類> 張大春 台北: 網路與書 2004
13.	<音樂影響了我的寫作> 余華 上海: 上海文藝 2004

14.	<視覺與認同: 跨太平洋華語語系表述 . 呈現> 史書美 台北: 聯經 2013
15.	<u>Online Resources:</u> Students are encouraged to access online resources to widen their horizons and enrich their knowledge