

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Chinese and History  
with effect from Semester A 2022/23**

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**Part I Course Overview**

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| <b>Course Title:</b>   | <u>Special Topics in Chinese Creative Writing</u>                         |
| <b>Course Code:</b>  | <u>CAH5723</u>  |
| <b>Course Duration:</b>                                      | <u>One semester</u>   |
| <b>Credit Units:</b>   | <u>3</u>  |
| <b>Level:</b>  | <u>P5</u>   |
| <b>Medium of Instruction:</b>                                | <u>Chinese</u>  |
| <b>Medium of Assessment:</b>                                 | <u>Chinese</u>  |
| <b>Prerequisites:</b><br><i>(Course Code and Title)</i>      | <u>Nil</u>  |
| <b>Precursors:</b><br><i>(Course Code and Title)</i>         | <u>CTL5722 Chinese Creative Writing, CAH5722 Chinese Creative Writing</u> |
| <b>Equivalent Courses:</b><br><i>(Course Code and Title)</i> | <u>CTL5723 Special Topics in Chinese Creative Writing</u>                 |
| <b>Exclusive Courses:</b><br><i>(Course Code and Title)</i>  | <u>Nil</u>  |

## Part II Course Details

### 1. Abstract

The aim of this course is two-fold:

- (1) to enhance students' interest and ability in specific type of creative works through writing exercises; and
- (2) to equip students with the ability to choose a suitable genre of writing and to write in an appropriate and creative style.

### 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<br>(if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) |    |    |
|-----|---|------------------------------|---|----|----|
|     |   |                              | A1  | A2 | A3 |
| 1.  | Interpret the unique features of Chinese characters, language and sentence structure when composing creative works; | 10%                          | x   | x  |    |
| 2   | Analyze the contents of selected genres, forms and styles of creative writing;                                      | 20%                          | x   | x  |    |
| 3   | Analyze the writing techniques and the importance of building up students' own style of writing;                    | 20%                          | x   |    | x  |
| 4   | Interpret the innovation of artistic effects by using suitable elements in specific type of writing; and            | 20%                          | x   | x  |    |
| 5   | Apply writing techniques in different areas which require creative and innovative thinking.                         | 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<br>(if applicable) |
|------------------------|---|----------|---|---|---|---|--|-------------------------------|
|                        |   | 1        | 2 | 3 | 4 | 5 |  |                               |
| Lectures               | <ul style="list-style-type: none"> <li>● The effective use of Chinese characters and sentence structure when composing creative works like advertisement, couplets and classical Chinese poems;</li> <li>● The process of composing specific type of creative works;</li> <li>● The techniques of composing specific type of creative works;</li> <li>● The use of suitable elements in specific type of writing to innovate artistic effects, for instance, when writing a fiction, elements such as theme, characters, plot, conflict, dialogue, setting, structure, etc.; when writing couplets and poems, the features of Chinese character, the knowledge of using tones in Chinese, the parts of speech of words in every scroll sentence, the sense of denotation and connotation, etc.</li> </ul> | x        | x | x | x | x |  |                               |
| Tutorial presentations | Group discussion on peers' creative works   | 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 |  |           |         |
| Continuous Assessment: 100%     |          |   |   |   |   |  |           |         |
| Participation and discussion    | x        | x | x | x | x |  | 15%       |         |
| 2 term papers/assignments       |          | x | x | x | x |  | 35%       |         |
| Final report and creative works |          | x | x | x | x |  | 50%       |         |
| Examination: 0% (duration: -)   |          |   |   |   |   |  |           |         |
|                                 |          |   |   |   |   |  | 100%      |         |

## 5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

| Assessment Task   | Criterion  | Excellent (A+, A, A-)   | Good (B+, B)   | Marginal (B-, C+, C)   | Failure (F)  |
|---|--|---|--|--|--|
| 1. Class Participations                                 | 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.   | 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. |
| 2. Writing and rewriting discourses 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. | 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.   |
| 3. Final Reports  | The level of understanding on the topics and the capability to put forward relevant opinions and analysis.   | Excellent demonstrating the understanding on the topics and the intention to put forward relevant   | Good demonstrating the understanding on the topics and the intention to put forward relevant   | Marginally demonstrating the understanding on the topics. No intention to put forward relevant opinions and analysis.  | Fail to demonstrate the understanding on the topics. No intention to put forward relevant opinions and analysis.   |

|  |  |   |  |   |  |
|--|--|---|--|---|--|
|  | The ability on demonstrating high quality of analysis, statement and comment related to advanced topic(s) in Chinese for Creative Writing. | opinions and analysis. Excellent ability on critical analysis, convincing statement and creative comment. | opinions and analysis. Good ability on critical analysis, convincing statement and creative comment. | Very limited ability on critical analysis, convincing statement and creative comment. | Weak analysis, unconvincing statement and comment. |
|--|--|---|--|---|--|

Applicable to students admitted before Semester A 2022/23

| Assessment Task   | Criterion  | Excellent (A+, A, A-)   | Good (B+, B, B-)   | Fair (C+, C, C-)  | Marginal (D)   | Failure (F)  |
|---|--|---|--|---|--|--|
| 1. Class Participations                                 | 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. |
| 2. Writing and rewriting discourses 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                         | Adequate contents, well grasping of materials with in-depth or extensive knowledge of the subject matter. Good organisation, well structure designed                         | 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.   |

|                  |   | balanced composition.   | and balanced composition.   |   |   |   |
|------------------|---|---|---|---|---|---|
| 3. Final Reports | The level of understanding on the topics and the capability to put forward relevant opinions and analysis. The ability on demonstrating high quality of analysis, statement and comment related to advanced topic(s) in Chinese for Creative Writing. | Excellent demonstrating the understanding on the topics and the intention to put forward relevant opinions and analysis. Excellent ability on critical analysis, convincing statement and creative comment. | Good demonstrating the understanding on the topics and the intention to put forward relevant opinions and analysis. Good ability on critical analysis, convincing statement and creative comment. | Fair demonstrating the understanding on the topics. Limited intention to put forward relevant opinions and analysis. Limited ability on critical analysis, convincing statement and creative comment. | Marginally demonstrating the understanding on the topics. No intention to put forward relevant opinions and analysis. Very limited ability on critical analysis, convincing statement and creative comment. | Fail to demonstrate the understanding on the topics. No intention to put forward relevant opinions and analysis. Weak analysis, unconvincing statement and comment. |

### 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 features of Chinese characters and sentence structure when composing Chinese literary works; process of creative works; writing techniques; own style of writing, selected writing of genre like advertisement, prose, fiction, poem, etc., artistic effect, rhetorical device, sense of denotation and connotation.

#### 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.)*

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|-----|---|
| 1.  | 奉騰蛟《對聯寫作規則》，長沙：嶽麓書社，2006                |
| 2.  | 沈惠芳《寫作，從詩開始》，臺北市：小魯文化事業股份有限公司，2004      |
| 3.  | 陳果安、潘冬梅、廖妍南編著《詩歌的欣賞與寫作》，長沙：湖南大學出版社，2006 |
| 4.  | 陳果安、潘冬梅、廖妍南編著《散文的欣賞與寫作》，長沙：湖南大學出版社，2006 |
| 5.  | 陳果安、潘冬梅、廖妍南編著《小說的欣賞與寫作》，長沙：湖南大學出版社，2006 |
| 6.  | 劉海濤主編《文學寫作教程》，北京：高等教育出版社，2005           |
| 7.  | 黃子平《害怕寫作》，香港：天地圖書有限公司，2005              |
| 8.  | 夏中義《大師是怎樣寫作的》，銀川：寧夏人民出版社，2004           |
| 9.  | 楊梨鶴《廣告文案傳真》，汕頭：汕頭大學出版社，2003             |
| 10. | 張春榮《文學創作的途徑》，臺北：爾雅出版社有限公司，2003          |

#### Online Resources:

Students are encouraged to access online resources to widen their horizons and enrich their knowledge.