

# HONG KONG BAPTIST UNIVERSITY

## COURSE OUTLINE

### 1. COURSE TITLE

Creative Writing Workshop

### 2. COURSE CODE

ENGL3037

### 3. NO. OF UNITS

3 Units

### 4. OFFERING DEPARTMENT

Department of English Language and Literature

### 5. PREREQUISITES

ENGL3015 Creative Writing; or, alternatively, course instructor approval

### 6. MEDIUM OF INSTRUCTION

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### 7. AIMS & OBJECTIVES

- 1) To experiment with the craft of creative writing, which includes collaborative editing processes, self-reflection and -assessment, the appreciation of audiences, and the complication of genre
- 2) To accept and integrate the constructive criticism of peers into developing creative writing projects, as well as offer this same criticism to classroom peers in workshops
- 3) To translate these developing skills into service learning, that is, the onsite delivery of creative writing workshops to students and groups off-campus in Hong Kong from various ethnic and economic backgrounds
- 4) To constructively reflect on off-campus service-delivery workshops

### 8. COURSE CONTENT

This course is about creative writing, self- and peer-editing (workshopping), self-reflection and -assessment, and the off-campus delivery of creative writing workshops to ("less' privileged") demographics of Hong Kong students.

Following in-class student experimentation with various genres, such as verse and prose

and comics vis-a-vis life writing, (auto) biography, reportage, and "fiction," which will be strengthened through the workshopping of peer-work, students will change roles and move to the front of the classroom, first developing then delivering "creative writing" workshops on and/or off the BU campus.

Finally, students will take the time to self-reflect on their own writing, their workshopping/critiquing, their teaching, and the assignment "underprivileged" in the Hong Kong pedagogical context - and maybe even beyond it.

### 9. COURSE INTENDED LEARNING OUTCOMES (CILOs)

CILO	By the end of the course, students should be able to:
CILO 1	Craft creative work in a variety of genres
CILO 2	Critique the creative work of peers
CILO 3	Respond to peer critique
CILO 4	Transfer these skills to the collaborative, off-campus service-learning workshop featuring Hong Kong students from diverse ethnic and economic demographics
CILO 5	Self-reflect on writing, service learning, and privilege

### 10. TEACHING & LEARNING ACTIVITIES (TLAs)

<u>CILO alignment</u>	<u>Type of TLA</u>
CILO 1	Contribute actively in creative writing lectures and individual creative writing tasks/assignments in-class and on Moodle
CILO 2	Engage in individual and collective peer review exercises that involve questions of genre, clarity, intent, audience, reflexivity, and reader-response
CILO 3	Respond to and integrate the constructive criticism of peers into ongoing creative work
CILO 4	Develop and deliver a collaborative, off-campus service-learning creative/life writing workshop to HK students from diverse economic and/or ethnic group(s)
CILO 5	Creative reflections on developed personal creative nonfiction style, peer-mentoring, service-learning, and privilege in the HK context

### 11. ASSESSMENT METHODS (AMs)

<u>Type of Assessment Methods</u>	<u>Weighting</u>	<u>CILOs to be addressed</u>	<u>Description of Assessment Tasks</u>
Short	20 %	1, 2, 3	Short assignments on story/poems/play writing.

Creative Piece & Peer Review			A writing project (students can choose to write in one or more than one genre).  Student presentations & discussion on the Writing Project.
Collaborative Workshop Delivery & Response	25 %	2, 3, 4	Collaborative in-class creative writing workshop in preparation for off-campus creative -writing workshop
Reflexive Creative Nonfiction Piece & Peer Review	25 %	1, 2, 3	The writing of a short, reflexive, creative nonfiction  Peer-evaluation and response
Final (4-Part) Self-reflective Assignment	30 %	4, 5	Formal, self-reflection on the four components of the class: (life) writing, critique, service-learning, privilege

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