

HONG KONG BAPTIST UNIVERSITY

COURSE OUTLINE

1. COURSE TITLE

Literary Journalism

2. COURSE CODE

ENGL4106

3. NO. OF UNITS

3 Units

4. OFFERING DEPARTMENT

Department of English Language and Literature

5. PREREQUISITES

ENGL2007 Literary and Comparative Studies

6. MEDIUM OF INSTRUCTION

English

7. AIMS & OBJECTIVES

- 1) To examine the literary and cultural and theoretical and critical and anthropological determinations of key literary (or first-person or gonzo or submersion or creative) journalistic texts from the 1960s to today;
- 2) To evaluate established and emerging approaches to investigative journalism that challenge still-conventional and still-tenuous distinctions between ostensible objectivity and subjectivity;
- 3) To address the complicated role(s) of the journalist in his or her reportage/making of "the newsworthy";
- 4) To foster and develop an informed and self-aware media-analysis-savvy individual voice and deliver clear and concise (and maybe ironical) reportages on events of students' personal choosing.

8. COURSE CONTENT

- I. The "Novel"
- II. The Short "Report"/ "Story"
- III. The (Hollywood) "Documentary"

9. COURSE INTENDED LEARNING OUTCOMES (CILOs)

CILO	By the end of the course, students should be able to:
CILO 1	Address the theoretical, literary, political, socio-historical, and socio-cultural paradigms that promote officially-sanctioned versions of truth
CILO 2	Evaluate the requisite literariness of the ostensibly non-literary
CILO 3	Critique and apply the irony, indirection, self-interestedness, and fictionality that define honest (and dishonest) journalistic reportage
CILO 4	Create convincing first-person journalistic reportage, which integrates creativity, self-critique/reflexivity, and original style
CILO 5	Appraise the (self-critical) responsibilities of (literary/theoretical) citizenship in contemporaneity

10. TEACHING & LEARNING ACTIVITIES (TLAs)

CILO alignment	Type of TLA
CILO 1	Contribute to classroom discussions devoted to the acquisition of the literary vocabulary requisite to the refined critique of various forms of literary reportage
CILO 2	Critique the literary subtexts, refined and not, of creative nonfiction reading assignments in classroom discussion as well as informal writing-to-learn assignments performed both in class and on Moodle
CILO 3	Complete two short, formal, self-reflexive, literary journalism articles that at once delight and instruct and manipulate their intended audiences
CILO 4	Engage in constructive and creative peer-critique of selective student literary journalism submissions
CILO 5	Submit an extensive literary journalistic term paper that integrates extra-class research while applying the literary skills critiqued and acquired via the reading and writing exercises completed throughout the semester

11. ASSESSMENT METHODS (AMs)

Type of Assessment Methods	Weighting	CILOs to be addressed	Description of Assessment Tasks
Active classroom contribution	15 %	1, 2	- effective critical oral communication in class - effective critical written communication in low-stakes writing assignments in the classroom
Active Moodle contribution	15 %	1, 2, 4	- effective peer-critique of personally selected student submissions in class and on Moodle

Submission of two short literary journalism assignments -peer critique of selective literary journal	40 %	3, 4	- two short creative and critical nonfiction pieces to be peer-evaluated - students should address peer criticism both orally in the classroom and in writing in their revisions
Long, formal, research-oriented creative nonfiction term paper	30 %	5	- implement the techniques acquired and critiqued throughout the semester into a longer, informative, self-reflexive research paper

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