

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

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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)

<u>CILO</u>	<u>By the end of the course, students should be able to:</u>
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	Produce convincing first-person journalistic reportage, which integrates creativity, self-critique/reflexivity, and original style
CILO 5	Discourse upon and defend the (self-critical) responsibilities of (literary/theoretical) citizenship in contemporaneity

10. TEACHING & LEARNING ACTIVITIES (TLAs)

<u>CILO alignment</u>	<u>Type of TLA</u>
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)

<u>Type of Assessment Methods</u>	<u>Weighting</u>	<u>CILOs to be addressed</u>	<u>Description of Assessment Tasks</u>
Active classroom contribution	15 %	1, 2	<input type="checkbox"/> effective critical oral communication in class <input type="checkbox"/> effective critical written communication in low-stakes writing assignments in the classroom
Active Moodle contribution	15 %	1, 2, 4	<input type="checkbox"/> 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
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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