

# The Hong Kong Polytechnic University

## Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

<b>Subject Code</b>	CBS2102P
<b>Subject Title</b>	Creative Writing in Chinese (中文創意寫作)
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<p>Remarks:</p> <ul style="list-style-type: none"> <li>➤ For students entering with HKDSE level 4 or above; or</li> <li>➤ Students entering with advanced competence level as determined by the entry assessment; or</li> <li>➤ Students who have completed “Fundamentals of Chinese Communication”</li> </ul>
<b>Objectives</b>	This subject aims to enhance students’ competence in Chinese creative writing, through the study of selected novels and critical approaches and participation in workshops on writing techniques for different genres.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a) demonstrate an understanding of the features and the principles for literary creation through the study of novels with different themes;</li> <li>b) compose creative works with literary and artistic techniques and rhetorical style;</li> <li>c) produce creative pieces under the guidance after given ample opportunities to participate in the discussion of writing techniques.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Principles of literary creation</li> <li>2. Approaches to literary writing <ul style="list-style-type: none"> <li>• themes in literature</li> <li>• artistic techniques and rhetorical style</li> <li>• demonstration and practice on literary writing</li> </ul> </li> <li>3. Literary criticism of selected works</li> </ol>
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	<p>The subject will be conducted in highly interactive seminars and will motivate the students’ active participation by assigning group presentation /discussion in class. In a forum-like format, students are guided to:</p> <ol style="list-style-type: none"> <li>(1) present to the class, their understanding of the novel themes selected for the syllabus for discussions;</li> <li>(2) engage in formal discussion on topics related to the literary creation, and</li> </ol>

	(3) engage in actual literary writing				
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  <i>(Note 4)</i>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)		
			a	b	c
	1. Oral criticism of literary works (in group)	30%	√		
	2. Criticism article writing (individual)	30%	√	√	√
	3. Creative work writing (in group)	30%	√	√	√
	4. Class participation	10%	√	√	√
	Total (Continuous Assessments)	100 %			
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The assessments will focus on students' level of appreciation of literary works and originality in producing creative writing such as drama script (in group work). The criteria for assessment are choice of words, sentential expressions, direction of moves in writing, style and creativity.</p>					
<b>Student Study Effort Expected</b>	Class contact:				
	▪ Seminar		39 Hrs.		
	Other student study effort:				
	▪ Outside Class Practice		42 Hrs.		
	▪ Self-study		45 Hrs.		
Total student study effort			126 Hrs.		
<b>Reading List and References</b>	<p>科幻小說：</p> <ol style="list-style-type: none"> <li>1. 田中芳樹（2014）。《銀河英雄傳說》。海南：南海出版公司。</li> <li>2. 埃里克·尼倫德（2005）。《光暈：致遠星的淪陷》。成都：四川科學技術出版社。</li> <li>3. 阿瑟·克拉克（2006）。《童年的終結》。成都：四川科學技術出版社。</li> <li>4. 凱特·威廉（2007）。《遲暮鳥語》。成都：四川科學技術出版社。</li> </ol>				

	<p>推理小說：</p> <p>5. 松本清張（2006）。《砂之器》。台灣：獨步文化。</p> <p>6. 史迪格·拉森（2008）。《龍紋身的女孩》。台灣：寂寞出版。</p> <p>7. 尤·奈斯博（2011）。《知更鳥的賭注》。台灣：漫遊者文化。</p> <p>8. 高野和明（2013）。《種族滅絕》。台灣：獨步文化。</p> <p>戰爭小說：</p> <p>9. 普羅斯佩·梅里美（2010）。〈奪堡記〉。《梅里美精選集》。北京：北京燕山出版社。</p> <p>10. 埃米爾·左拉（2014）。《磨坊之役：左拉中篇小說選》。上海：上海三聯書店。</p> <p>11. 阿爾封斯·都德（2010）。〈柏林之圍〉。《都德小說選》。北京：人民文學出版社。</p> <p>12. 尼伊·德·莫泊桑（2010）。〈菲菲小姐〉。《讀名著學語文：莫泊桑短篇小說精選》。北京：中國對外翻譯出版公司。</p> <p>歷史小說：</p> <p>13. 唐浩明（2002）。《唐浩明文集——曾國藩（上中下冊）》。北京：人民文學出版社。</p> <p>14. 姚雪垠（2005）。《李自成》。北京：人民文學出版社。</p> <p>政治小說：</p> <p>15. 喬森·奧威爾（2010）。《1984》。北京：北京十月文藝出版社。</p> <p>16. 李昂（2010）。《北港香爐人人插》。台灣：九歌出版社。</p> <p>17. 丸谷才一（2015）。《假聲低唱君之代》。台灣：聯經出版公司。</p> <p>18. 梁啟超（2008）。《新中國未來記》。廣西：廣西師範大學出版社。</p> <p>宗教小說：</p> <p>19. 丹·布朗（2004）。《達芬奇密碼》。上海：上海人民出版社。</p> <p>楊·馬特爾（2005）。《少年 Pi 的奇幻漂流》。江蘇：譯林出版社。</p> <p>其他：</p> <p>20. 王安憶（2005）。《小說家的十三堂課》。上海：上海文藝出版社。</p> <p>21. 余我（1999）。《現代文學寫作技巧》。台北：五南圖書出版公司。</p> <p>22. 張德明（1995）。《文學語言描寫技巧》。北京：中國青年出版社。</p> <p>23. 陳家生（1992）。《文學寫作技法入門》。福州：海峽文藝出版社。</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.