

# 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>	CLC2102P (2019-20 onward) CBS2102P (2018-19 and before)
<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>	Remarks: <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” or “University Chinese”</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>  (Note 1)	Upon completion of the subject, students will be able to:  a) demonstrate an understanding of the features and the principles for literary creation through the study of novels with different themes; b) compose creative works with literary and artistic techniques and rhetorical style; c) produce creative pieces under the guidance after given ample opportunities to participate in the discussion of writing techniques.
<b>Subject Synopsis/ Indicative Syllabus</b>  (Note 2)	1. Principles of literary creation 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> 3. Literary criticism of selected works
<b>Teaching/Learning Methodology</b>  (Note 3)	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:  (1) present to the class, their understanding of the novel themes selected for the

	syllabus for discussions; (2) engage in formal discussion on topics related to the literary creation, and (3) engage in actual literary writing				
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  (Note 4)	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)	40%	√		
	2. Creative work writing (individual)	50%	√	√	√
	3. Class participation	10%	√	√	√
	Total (Continuous Assessments)	100 %			
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The assessments will focus on students’ level of appreciation of literary works and originality in producing creative writing. The criteria for assessment are choice of words, sentential expressions, direction of moves in writing, style and creativity.  Students may use GenAI in assessment unless they have been told otherwise before the assessment. The work submitted for assessment must be students’ own work. The submitted work may not be accepted for the purpose of assessment if its authenticity is questionable. Third-party materials (included AI-generated materials) used in the work must be properly referenced. Submitting third-party materials as their own work is an act of academic dishonesty and will lead to disciplinary actions.  Departments and subject teachers have the discretion to request students to make an honour declaration for the authenticity of the work they submit for assessment.				
<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>	科幻小說： 1、弗兰克·赫伯特：《沙丘》，江蘇鳳凰文藝出版社，2017 年。				

	<p>2、瑪麗·雪萊：《科學怪人》，重慶出版社，2010 年。</p> <p>3、艾薩克·阿西莫夫：《我，機器人》，科學普及出版社，1983 年。</p> <p>推理小說：</p> <p>1、松本清張：《砂之器》，獨步文化，2006 年。</p> <p>2、阿加莎·克里斯提：《東方快車謀殺案》，人民文學出版社，2006 年。</p> <p>3、阿加莎·克里斯提：《尼羅河上的慘案》，人民文學出版社，2006 年。</p> <p>戰爭小說：</p> <p>1、约瑟夫·海勒：《第二十二條軍規》，譯林出版社，2012 年。</p> <p>2、斯蒂芬·克莱恩：《紅色英勇勳章》，瀟江出版社，2012 年。</p> <p>3、電影：《比利林恩的漫長中場行走》</p> <p>歷史小說：</p> <p>1、本哈德·施林克：《朗讀者》，譯林出版社，2006 年。</p> <p>2、電影：《鋼琴戰曲》、《卡廷慘案》、《丹麥女孩》</p> <p>政治小說：</p> <p>1、喬森·奧威爾：《1984》，北京十月文艺出版社，2010 年。</p> <p>2、李昂：《北港香爐人人插》，九歌出版社，2010 年。</p> <p>3、梁啟超：《新中國未來記》，广西师范大学出版社，2008 年。</p> <p>宗教小說：</p> <p>1、楊·馬特爾：《少年 Pi 的奇幻漂流》，译林出版社，2005 年。</p> <p>2、布朗：《達芬奇密碼》，上海人民出版社，2004 年。</p> <p>其他：</p> <p>1、王安憶：《小說家的十三堂課》，上海文藝出版社，2005 年。</p> <p>2、余我：《現代文學寫作技巧》，五南圖書出版公司，1999 年。</p> <p>3、張德明：《文學語言描寫技巧》，中國青年出版社，1995 年。</p> <p>4、陳家生：《文學寫作技法入門》，海峽文藝出版社，1992 年。</p> <p>5、大澤在昌著，邱振瑞譯：《暢銷作家寫作全技巧：成為頂尖小說家的</p>
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	<p>十堂必修課》，野人文化股份有限公司，2014 年。</p> <p>6、弘丹：《AI 寫作寶典：如何成為 AI 寫作高手》，台海出版社，2023 年。</p> <p>7、蔡越：《AI 賦能寫作：AI 模型高效寫作一本通》，北京大學出版社，2024 年。</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.