

Course Title	:	Critical Writing Workshop II
Course Code	:	CUS4408
Recommended Study Year	:	3/4
No. of Credits/Term	:	3
Mode of Tuition	:	Lecture, Workshop, Tutorial, and Consultation
Class Contact Hours	:	3 hours per week
Category in Major Prog.	:	Core Advanced Course
Prerequisite(s)	:	None
Co-requisite(s)	:	Critical Writing Workshop I
Brief Course Description	:	<p>For Cultural Studies, criticism in its <i>public</i> mode links the discovery and expression of the self to the critical understanding of the social and the collective, in which any individual is situated and conditioned to grow. With such a perspective, this course introduces students to the <i>practical work</i> of criticism as a mode of cultural writing outside of the academic genre narrowly defined. As a companion course to CUS334 “Critical Writing Workshop” (taught in Chinese), this practicum trains students to produce critical writings in English on topics of their own choice, addressed to a larger readership in the public, dealing with issues of identity (about who I am, who we are), personal and social experiences (about what we experience, how I feel), and critical writing itself (about how best I can represent my views and others’ perspectives in a chosen mode of discourse).</p> <p>Through a series of pro-seminars, workshops, tutorials, individual consultation sessions, as well as the writing projects, and by focusing on the actual practice of the critical essays, students are equipped with the written medium for both the representation of self and the critique of the everyday life and/or social realities.</p>
Aims	:	<ol style="list-style-type: none"> 1. To introduce students to the purpose, form and process of doing “practical” cultural criticism in English; 2. To facilitate students to define, understand and practice public cultural criticism as a preferred mode of writing; 3. To allow students to take up the work of public cultural criticism and apply it as a means of reflexive self-criticism

- accessible to a wider readership;
4. To help students to acquire and develop for themselves criticism as a *practical* strategy and an *integrated* set of skills applicable in the chosen modes of cultural writing, and for the purpose of critical self-reflection and transformation;
 5. To equip and empower students with the written medium for both the representation of self and the critique of everyday life and the social world.

Learning Outcomes : On completion of this course, students will be able to:

- (1) practise writing as an effective mode of expression of their views on, and critical appreciation of, aspects of social reality;
- (2) develop the appropriate writing strategies to express feelings, viewpoints and thoughts that allow them to re-visit the meaning and re-organize the experience of what they choose to work with in the process of criticism;
- (3) utilize the pragmatic language skills, rhetorical tactics, and self-management strategies needed to develop a mode of cultural writing on a focused topic of their own choice;
- (4) reflect on the process of writing through the practical work of *criticism*, thus adopting it as a platform for the representation and exchange of diverse viewpoints;
- (5) produce, according to plan, individual works of cultural criticism, in which the practice of writing as outlined above is exemplified.

Indicative Content :

1. Methodological Orientation
 - Close reading of a text / observation of a person
 - Interview with an individual/a group
 - Identification and formation of a “point of view”
 - Description/narration of an object/event/ phenomenon
 - Contextual framing of a writing task
2. Understanding Cultural Criticism
 - What makes critical acts in life-practice?
 - Criticism as process
 - Understanding “de-familiarization”
 - Locating “problem” as a critical approach
 - Dialogue: self-in-other and other-in-self
 - Learning from multiple and/or contested perspectives

3. Critical Writing as Project

- The writing process: proposals and drafts; group exercises and discussions; individual essays
- Writing the self; self as process
- Point-of-view and its embodiment in writing
- Portrait of life as a writing approach

Teaching Methods

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1. Supervised writing assignments allow students to work on individual writing projects involving the treatment of materials drawn from a variety of sources, including media culture and the everyday life. Students will be guided to plan and implement the writing processes, paying attention to the formulation of critical ideas, the development of the writing project, the uses of rhetoric and style, in order to reflect on the issues regarding how to write for media in an engaging manner.
2. A series of pro-seminars and workshops will be held, and individual consultation sessions will allow students to focus on the actual practice of the various critical essay assignments,
3. Tutorials are conducted in which samples of cultural criticisms will be discussed to help the students get acquainted with effective writings for the media, feature articles or popular review essays.

Measurement of Learning
Outcomes

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Through intensive practice, students take on the work of writing as it serves to unleash the curiosity of the individual's mind, aiming at a "critical perception of reality" in Paulo Freire's terms. Thus, the students' involvement in and understanding of the writing process through practice is a key dimension of learning, measured by:

(The numbers in brackets indicate corresponding ILOs)

(1) **Class tutorial work**, which measures students' understanding of samples of writing as ways to develop strategies of communication with readers, and their ability to present their analysis of such texts for peer review and discussion; this also measures the degree to which a student's own preparation for a particular writing task has made progress throughout the course. [* Students may also opt to enroll in SERVICE LEARNING in lieu of tutorial participation. *] (1-3)

(2) **Continuous progress**, which measures students' input to the whole process of writing, from conceptualization to planning to the actual writing and revision process. This involves a *self-evaluation* component (in which a student gives a mark and explains why), for which students will keep a *reflective journal* throughout the course (4)

(3) A series of progressively structured writing assignments (the **critical essays**), which serve both as the organizing framework of the course and its main tool for assessment (5)

Assessment	:	Students are graded on a scheme of Continuous Assessment (100%):
		■ Class tutorial work 15% [or SERVICE LEARNING]
		■ Continuous progress 15% [with 5% Self-Evaluation]
		■ Writing Assignments 70%

Required/Essential Reading:

Harrington, Walt. *Intimate Journalism: The Art and Craft of Reporting Everyday Life*. London, Thousand Oaks and New Delhi: Sage Publications, 1997. (Selection)

Bauer, Martin W. and George Gaskell, Eds. *Qualitative Researching with Text, Image and Sound: A Practical Handbook*. London, Thousand Oaks and New Delhi: Sage Publications, 2000. (Selection)

Recommendation/Supplementary Readings:

Alasuutari, Pertti. *Researching Culture: Qualitative Method and Cultural Studies*. London, Thousand Oaks and New Delhi: Sage Publications, 1995.

Berger, J. *Ways of Seeing*. London: Penguin, 1972.

Buckingham, David, and Julian Sefton-Green. *Cultural Studies Goes to School: Reading and Teaching Popular Media*. London: Taylor & Francis, 1994.

Giles, Judy and Tim Middleton. *Studying Culture: A Practical Introduction*. London: Blackwell, 1999.

Kendall, Gavin, and Gary Wickham. *Understanding Culture: Cultural Studies, Order, Ordering*. London, Thousand Oaks and New Delhi: Sage Publications, 2001.

Miller, Susan. *Assuming the Positions: Cultural Pedagogy and the Politics of Commonplace Writing*. Pittsburgh: Univ. of Pittsburgh Press, 1998.

Muspratt, Sandy, Allan Luke, and Peter Freebody. Eds. *Constructing Critical Literacies: Teaching and Learning Textual Practice*. Cresskill, New Jersey: Hampton Press, 1997.

Palmer, Barbara C., Mary L. Hafner, and Marilyn F. Sharp. *Developing Cultural Literacy through the Writing Process: Empowering All Learners*. Boston: Allyn and Bacon, 1994.

Rose, Gillian. *Visual Methodologies*. London, Thousand Oaks and New Delhi: Sage Publications, 2001.

Important Notes:

1. Students are expected to spend a total of 9 hours (i.e. 2 hours of class contact and 7 hours of personal study) per week to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.