

Course Title	: Critical Writing Workshop
Course Code	: CUS334
Recommended Study Year	: 3
No. of Credits/Term	: 3
Mode of Tuition	: Seminar
Class Contact Hours	: 3 hours per week
Category in Major Prog.	: Core Advanced Course
Prerequisite(s)	: CUS103 Introduction to Cultural Analysis
Co-requisite(s)	: None
Exclusion(s)	: None
Exemption Requirement(s)	: None
Brief Course Description	: This is a required course for all major students in their third year of study. This course focuses on cultural criticism in Chinese. Students are expected to acquire the basic skills in writing for media and the ability to communicate with the general public. It covers methods and skills needed for generating problems, defining the object for criticism, effective writing strategies and engaging in cultural debates.
	<p>這個課程集中培養學生的文化評論及中文寫作能力，期望學生能掌握文字媒體的書寫要訣，從而有效地與公眾溝通及辯論。課程內容包括如何發掘問題、選取評論對象、書寫策略、介入文化爭議、促進文化理論與日常經驗的對話。學生除了需要完成特定的寫作練習外，亦需要參與導修課，閱讀大量文化評論作品，討論寫作策略與技巧，以加強文化評論的能力及觸角。</p>
Aims	: <ol style="list-style-type: none"> 1. To introduce students to the purposes, forms and processes of 'practical' cultural criticism. 2. To strengthen students' abilities in writing critical

essays in Chinese and writing for media.

3. To study selected published Chinese and English critical writings as case studies in understanding strategies, methods, structures and skills needed for communicating with the general public, and to get students acquainted with the 'professional' styles of writings for newspaper columns, feature articles or popular review essays of different genres and formats.
 4. To train students to produce critical writings on a range of topics and issues related to the local culture and society.
- Learning Outcomes :
1. Student will have acquired Chinese writing skills for the media.
 2. Students will be able to write critical essays which address the public readers.
 3. Students will be able to appreciate, analyze, and critically evaluate strategies used by writers of different genres in the media.
- Indicative Content :
1. Generating and defining problems
 2. Researching for publishable writing
 3. Engaging your readers
 4. Defining objects of criticism
 5. Relevance to current cultural debates
 6. Developing arguments effectively
 7. Using rhetorical, structural and formatting skills in writing
- Teaching Method :
1. Supervised writing assignments in which students will be guided to work on individual writing projects involving the treatment of materials drawn from a variety of disciplines and media. Students will be guided to plan and implement the writing processes, paying attention to the formulation of critical ideas, the development of research plan, the uses of rhetoric and style, in order to reflect on the issues regarding how to write for media in an engaging manner.
 2. Tutorials in which samples of cultural criticisms will

Measurement of Learning Outcomes	<p>be discussed to help the students get acquainted with the 'professional' styles of writings for newspaper columns, feature articles or popular review essays of different genres and formats.</p> <ol style="list-style-type: none"> 1. Tutorials provide guidelines and case studies for students to understand existing genres in the media. Supervised writing assignments are used to assess the application of these knowledge and the development of students' own writing skills. 2. Supervised writing assignments demonstrate students' abilities to write critical essays which address the public readers. Tutorial discussions require students to understand and articulate strengths and weaknesses of one's own and each other, enhancing the former and transforming the latter. 3. Tutorial discussions require students to identify, discuss, analyze, and/or critique strategies and techniques used in samples of published writings of different genres.
Assessment	<p>: Assignment I (20%) Assignment II (20%) Assignment III (20%) Class participation (including attendance, class discussion, presenting summaries, drafts, journal and/or blog entries): (40%)</p>

Course Requirements :

You are final year students so you should have grown up enough to face the *real* world by now. In this class you will be trained as professional writers, i.e., writers who get (most of the time very little) paid for their writings and are held accountable by the public for their writings. In this (perhaps painful and hopefully useful in the future) training process, you are expected to complete all the reading and writing exercises for each week, and actively participate in all classroom discussions and critiques. Each of you needs to hand in a journal in which you have entered your weekly reading reports and writing drafts upon completion of the course. Additional writings in your journals might count towards gaining extra bonus points.

Tentative Weekly Schedule (might change according to student progress) :

Jan 31 Week 1 Introduction

Explaining course aims and objectives, teaching methods and schedule, measurement, expected outcomes and assessment.

Read: *The Student Writer* 146-151 “Writing Summaries” to “Writing the First Draft”; SW 39-42 “Just Walk on By”.

Assignment: Write 500-word Chinese summaries of “Just Walk On By” in groups of 2, using guidelines from SW.

Feb 7 Week 2 Play a game

1. How to respond to a current topic in more than one way of thinking
2. How to respect and listen to others’ viewpoints
3. How to address controversies
4. How to engage in a debate productively
5. How to articulate your viewpoints
6. How to support your opinions

Discuss game and readings.

Paired summaries due: bring 3 copies of first draft to class.

Present summaries in class and group critique.

Assignment: Revise summaries.

Read: SW 43-45 “Sources of Stereotyping” to “Structure”.

Feb 14 Week 3 Writing Exercise: Summary

Paired summaries due: bring 3 copies of first draft to class.

Present summaries in class and group critique.

Assignment: Revise summaries individually.

Read: SW 45-51 “Writing Assignment” to “Being Oldest”. 甯應斌《性無須道德：性倫理與性批判》19-24; 77-79; 189-190; 213-219。

Feb 21 Week 4 Visiting Writer’s Talk

Individual summaries due; bring three copies to class.

Read: 梁款〈「新人」之後 又是交叉點〉，《文化再拉扯：跟紅頂白》84-87。
李子釗〈「你唔好再密D！」—官僚效率至上的香港公共房屋發展思維〉，《香港風格2——消滅香港》153-157。

Feb 28 Week 5 Workshop on Personal Narrative (Assignment I begins): Stereotyping

Revised individual summaries due.

Discuss reading: Defining and describing stereotypes.

Read: SW 42 #2; 88-90 “Thinking about Advertising”; 108-114 “It’s the Image That Counts”.

Assignment: Write a personal narrative on stereotyping others or being stereotyped.

Brainstorm.

Mar 6 Week 6 Workshop on Personal Narrative: Stereotyping

First drafts of personal narratives due; bring three copies to class.

Evaluation criteria: SW 72.

Discussion in pairs and critique each other.

Viewings: TVCs.

Read: SW 102-105 “Beginning the Analysis Process” to “Continuing the Analysis Process”; 118-119 “The Reading Process”.

Assignment: Each group of 4 brings one commercial to class and research on it. (Possible research directions: production crew’s backgrounds, target audience, reception, aesthetics and color, cultural icons and lingo used, competition addressed, mise-en-scene, editing and storytelling techniques, etc.).

Revise personal narratives individually.

Mar 13 Week 7 Workshop on Short Critical Essay (Assignment II begins): TVC

Revised personal narratives due.

Class critique.

Viewings: students’ TV commercials.

Each group presents a commercial to class with research findings.

Assignment: Exchange commercials and write a 650-word critical essay on a commercial not brought by you.

Read: John Berger, “Chapter 7”, *Ways of Seeing*.

Mar 20 Week 8 Workshop on Short Critical Essay: TVC

First drafts of critical essays on TVC due; bring four copies to class.

In groups of 3, exchange written essays and critique in class. Suggest essay titles.

Assignment: Revise critical essays on TVC individually and finalize titles.

Read: 文思慧、蔡建誠〈全球化之香港追夢：迪士尼三段式〉，《迪士尼不是樂園》96-105。

Mar 27 Week 9 Mid-term Assessment

Revised drafts of critical essays on TVC due.

Read: Selected Writings by 陳雲。

Please finish all readings and journal entries for the past weeks if you have not done so.

Apr 3 Week 10 Workshop on Short and Shorter Critical Essay

(Assignment III begins): Current Affairs

Student presentations of summaries and discussion of readings.

Each group of 3 (different grouping than above) discusses a news clipping given in class.

Present discussion points to class.

Read: SW 128-129 “Six questions” to “Focusing a topic”; 133-135 “Drafting”;

Assignment: Exchange clippings, do individual research and write a 800-word critical essay on the news clippings.

Apr 10 Week 11 Workshop on Short and Shorter Critical Essay: Current Affairs

Essay drafts on the news clippings due; bring three copies to class.

In groups of 2, edit each other’s essays.

Editors present essays to class.

Assignment: Authors find 1-2 *related* text(s) (e.g. news clippings, a TVC, a film excerpt, TV news report, etc.) and revise edited essays into 1000-words by discussing the “new” texts in relation to the “old” news clippings. Target venue: *Ming Pao*, 《字花》 or <http://inmediahk.net>.

Add subheadings.

Apr 17 Week 12 Workshop on Short and Shorter Critical Essay: Current Affairs

Revised essays due; bring two copies to class.

Edit each others’ essays and discuss with writers.

Assignment: Edit your 1000-word essay based on your editor's comments, then rewrite it into a 500-word essay for *Apple Daily*.

Apr 24 Week 13 Workshop on Short and Shorter Critical Essay: Current Affairs

500-word and revised 1000-word essays due.

Bring two copies of 500-word essay and two copies of 1000-word essay to class.

First editor of the essay reviews 500-word essay and edits/comments again.

Second editor reviews 500-word and 1000-word versions together and edits/comments.

May 1 Week 14 Reflecting on and Self-evaluating the Learning Process Journals due. All late submissions will be downgraded.

Required Readings

- 馬國明，《路邊政治經濟學》，香港：曙光圖書公司，1998。(選段)
- 馬傑偉，《香港記憶》，香港：次文化堂，1999。(選段)
- 梁款，《文化再拉扯：跟紅頂白》，香港：香港人文科學出版社，1997。(選段)
- 葉蔭聰、施鵬翔統籌，《迪士尼不是樂園》，香港：進一步，1999。(選段)
- 甯應斌，《性無須道德：性倫理與性批判》，台灣中壢：中央大學性／別研究室，2007。(選段)
- Berger, John. *Ways of Seeing*. New York and London: Penguin, 1990. (selections)
- Fitzgerald, Kathryn R. and Jamie McBeth Smith. *The Student Writer*. HarperCollins Publishers, 1991. (selections)

Recommended Readings

- Allen, E. D. et al. *A Short Guide to Writing a Critical Review*. Delan, Fla.: Everett/Edwards, 1978.
- Hay, M. V. *The Essential Feature: Writing for Magazines and Newspapers*. New York: Columbia University Press, 1990.
- Kamerman, S. E. eds. *Book Reviewing: a Guide to Writing Book Reviews for Newspapers, Magazines, Radio and Television*. Boston: The Writer, 1978.
- Rivers, W. L. *Free-Lancer and Staff Writer - Newspaper Features and Magazine Articles*. Belmont, Calif.: Wadsworth, 1992.
- Westfall, P. T. *Beyond Intuition: a guide to Writing and Editing Magazine Non-fiction*. New York: Longman, 1994.
- 西西，《畫/話本》，台北：洪範，1995。
- 呂大樂，《唔該，埋單！----一個社會學家的香港筆記》，香港：閒人行，1997。
- 呂大樂，《誰說家長一定是好人》，香港：進一步，2002。
- 馬傑偉，《解讀普及媒介》，香港：次文化堂，1996。
- 章嘉雯，《攜改錯液赴考的一代：普及文化觀察》，香港：青文書屋，1990。
- 梁款，《文化拉扯》，香港：香港人文科學出版社，1996。
- 梁文道，《弱水三千》，香港：上書局，2006。
- 陳雲，《在德國談論中國：政治及文化評論集》，香港：香港國際政治經濟出版社，1998。
- 鄧小樺，《班駁日常》，香港：Kubrick, 2008。