

Course Title: ENGE3260 Creative Writing**Description:**

This course is structured as: (i) a series of writing workshops; and (ii) projects that facilitate the writing of poetry. While we will look at the manifestos of poets and explore debates in the field of poetics, the bulk of this course is ultimately focused on the act of writing. We will explore how one may learn from the works of canonical poets so as to hone one's writing skills. There also will be some emphasis on exploring local and international publishing avenues, whether online or in print. There will also be sessions on how to present one's own poems.

Learning outcomes:

1. To enjoy writing poetry and to understand the mechanics of getting one's work published.
2. To be critically aware of the local and international poetry scenes.
3. To understand the differences between critical writing and creative writing.
4. To gain experience in collaborative writing projects.
5. To grasp basic debates in the field of poetics.

Task nature	Description	Weight
Group Activity	Students will (i) devise and conduct a themed writing workshop, OR (ii) organize a themed poetry reading session.	10%
Essay	On writing creatively (3-4 pages)	20%
Report	Your assessment of selected local and international publishing avenues OR your assessment of local poetry reading avenues (3-4 pages)	20%
Poetry Portfolio	A portfolio of poems (10-12 pages)	50%

Required Readings:

William Wordsworth. "Preface to Lyrical Ballads".

[<http://www.bartleby.com/39/36.html>]

T. S. Eliot. "Tradition and the Individual Talent".

[<http://www.bartleby.com/200/sw4.html>]

Secondary Readings:

Helen Vendler. *The Breaking of Style: Hopkins, Heaney, Graham*.

Helen Vendler. *Coming of Age as a Poet: Milton, Keats, Eliot, Plath*.

Edward Hirsch. *Responsive Reading*.

Edward Hirsch. *How to Read a Poem and Fall in Love with Poetry*.

Wendy Bishop. *Thirteen Ways of Looking for a Poem: a Guide to Writing Poetry*.

David Citino, ed. *The Eye of the Poet: Six Views of the Art and Craft of Poetry*.

Sessions	Topics
	Introduction: On Workshop Culture, On Reading and Writing in Asia Writing Workshop: Warming Up Exercises Writing Workshop: Observation and Imagination Writing Workshop: Risking Absurdity Writing Workshop: Miming a Style Writing Workshop: Translation/Adaptation What is Creative Writing Research? Workshop / Reading Organized by Groups 1 & 2 Workshop / Reading Organized by Groups 3 & 4 Workshop / Reading Organized by Groups 5 & 6 Collaborative Feedback (on Poems Written by Members in Groups 1&2&3) Collaborative Feedback (on Poems Written by Members in Groups 4&5&6) Conclusion

Note: There will be opportunities for workshop participants to edit and/or contribute their poems to the poetry section of *CU Writing in English*.

Professor/Lecturer/Instructor:	
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Please read carefully the information regarding academic honesty on the following website:

<http://www.cuhk.edu.hk/policy/academichonesty/>

GRADE DESCRIPTORS

Grade A / Excellent : Outstanding performance on ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority

Grade A- / Very Good : Generally outstanding performance on ALMOST ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Adequate (Plus): VERY ADEQUATE performance on the majority of learning outcomes.

Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Adequate: ADEQUATE performance on the majority of learning outcomes.

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Adequate (Minus): SOMEWHAT ADEQUATE performance on A NUMBER OF learning outcomes.

Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D / Pass : BARELY SATISFACTORY performance on a A FEW learning outcomes.

Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D- / Pass (Minus): ALMOST BARELY SATISFACTORY performance on VERY FEW learning outcomes.

Addresses the task inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure : Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.