



Course Outline Template

Introduction

The course outline template is provided as a checklist and form for you to use in preparing course outlines for undergraduate and/or postgraduate courses. The template will give you a ‘road map’ of what can be included in each section. The main rationale is to benefit students with useful information about the course in the form of course outlines. The template is not intended to be prescriptive but only provides guidance on writing course outlines. Please feel free to adopt and adapt this current template format to suit the needs of your course(s).

Further information (key points and exemplars) on course outline can be found in another help document on course outlines: *Guidelines and Procedures for Writing Course Outlines*.

Course title and description

- Explain concisely in your statement(s) what the course is about and how the overall course will support student learning in the discipline(s) of the programme.
- Provide a holistic view of your course to your students.
- It will help if the description also explains briefly how the course relates to the other courses, some prior knowledge the students have, and/or some common objectives that the knowledge will assist to achieve.

Course Title: The Self and the World in Autobiographical Fiction
Description: The course spotlights the relationship between the external world (setting) and the self (character), and the shifting conception of self in a narrative. Reading selected works of contemporary fiction and autobiographical writing by authors from diverse cultural backgrounds, students will examine various narrative techniques and the notion of developing a writer’s voice in their own writing. Each class will include a brief lecture on a certain aspect of the art of writing (such as perspective, dialogue and conflict), while presentations, discussions and workshop critiques will comprise two third of class time. Students will produce up to three pieces of short fiction by the end of the course. As there is a strong emphasis on (self-)reflection in this course, students should be committed to sharing their personal stories/experiences and insights in class, while offering thoughtful feedback on each other’s writing.

Content, highlighting fundamental concepts

- List the topics and also highlight the fundamental concepts involved in each topic to help students better understand what is and what is not covered in the course.

Topic	Contents/fundamental concepts



Learning outcomes

- State clearly what you expect/ intend students to achieve in the course. This is usually more helpful than stating what the teacher is planning to teach. Teachers can indicate different levels of students’ expected learning outcomes.
- Learning outcomes may involve students’ ability in analyzing and applying the learnt concepts in solving problems rather than being able to describe facts or procedures only. However, we acknowledge that courses may have varied emphases on students’ levels of learning depending on how different courses are designed to function in a programme.
- Outcomes can relate to students’ understanding of certain subject topics and concepts, or to their improved ability to learn and perform professionally in the field. These various types of expectations need to be specified.

Learning outcomes:

1. To create a portfolio of prose writing.
2. To develop a greater understanding and command of essential narrative techniques.
3. To look for and refine one’s writing voice.
4. To gain experience in self-directed writing projects.

At the end of this course, students will have produced an original and carefully revised body of creative work. Students will have refined their skills in writing short fiction/flash fiction, and will have developed a firmer grasp of the drafting and revising process. Through reading and discussing published creative works, students will have gained deeper insights into various narrative techniques. And through sharing their personal stories and creative work in a workshop setting, students will be encouraged to experiment with those techniques themselves.

Learning activities

- Outline the variety of the learning activities students are expected to engage in (e.g. lecture, interactive tutorial, laboratory, discussion of case, field trip, projects, web teaching and other) which are able to align with/ support the learning outcomes that you expect students to attain.
- Students can also be informed of the expected time allocation of each of these learning activities during the course so that they can better timetable their learning. Students by and large have only 50 hours to spend on learning activities each week and these hours have to be shared by the 3 to 4 courses (on average) they attend.

Types of activity should be customised to suit the nature of teaching in a department.

Lecture (hr) in /out class		Interactive tutorial (hr) in /out class		Lab (hr) in /out class		Discussion of case (hr) in /out class		Field-trip (hr) in /out class		Projects (hr) in /out class		Web-based teaching (hr) in /out class		Other (hr) in /out class	
1.5				1											
M;O; NA	M;O; NA	M;O; NA	M;O; NA	M;O; NA	M;O; NA	M;O; NA	M;O; NA	M;O; NA	M;O; NA	M;O; NA	M;O; NA	M;O; NA	M;O; NA	M;O; NA	M;O; NA

M: Mandatory activity in the course

O: Optional activity

NA: Not applicable



Assessment scheme

- Select assessment task(s) which are able to provide evidence on the attainment of the desired learning outcomes. Explain the rationale, procedures, instructions, guidelines on format and content, and marking schemes of these assessment components.

Task nature	Description	Weight
Attendance and Participation	Students are expected to engage and promptly in all exercises and workshops. This mark includes oral and written workshops comments, preparation of discussion questions, presentations, workshop submissions and other contributions to discussion. Students are expected to engage actively in all workshops. Attendance is required. This mark includes deductions for late workshops submissions and late arrival in class.	20%
Portfolio	Writing assignment #1 due by end of Week 4 -Students will write the opening of a short story or a piece of flash fiction.	20%
	Writing assignment #2 due by end of Week 8 -Students will expand writing assignment #1 into a short story or write a piece of flash fiction.	20%
	Writing assignment #3 + Portfolio due by end of Week 12 -Student will revise their short stories or write a piece of flash fiction -Students will submit writing assignment #3 along with revisions of their previous works.	40%
	As the course is designed to foster skills and strategies through practice, the major assessment will take the form of a portfolio of creative writing. The portfolio will showcase one polished piece of short fiction or up to three pieces of flash fiction. Submitted works must be well-edited.	Total 100%

Learning resources for students

- State the textbook required (if any).
- List suggested/required additional readings or textbooks including title, publisher, edition, year of publication, and/or links to the readings if they are accessible online. Some of these resources may be eBooks.
- List any recommended online web pages with the appropriate URL addresses.

Suggested readings

Fictions in Autobiography by Paul John Eakin
How Our Lives Become Stories: Making Selves by Paul John Eakin
The Arrival of Enigma by V.S. Naipaul
Istanbul: Memories and the City by Orhan Pamuk

Feedback for evaluation

- Provide a brief statement to welcome students’ comments and feedback on the course. Describe clearly the channel(s) through which the feedback is to be collected. You may use different evaluation modes such as questionnaires, and qualitative feedback from students through focus-group meetings or email exchanges to gather feedback.



Feedback for evaluation: Personal chats after class Email exchanges throughout the course End of semester survey

Course schedule

- Create a matrix for the course schedule including class, date, and activities of each topic such as online activities, relevant readings or other reference materials so that students can prepare their own learning before classes.

Class/ week	Date	Topic	Requirements
1	Jan 13, 2021	Course overview + A sense of place/self -Excerpt from <i>The House on Mango Street</i> by Sandra Cisneros	Class participation, presentation and discussion of readings for all weeks.
2			
3			
4			
5	Jan 20	Setting and narrative perspective -Excerpt from <i>Boyhood</i> by J.M. Coetzee	Class participation, presentation and discussion of readings for all weeks.
6			
7			
8			
9	Jan 27	Truth and fiction (I) -"Back Street" by Nicolette Wong -Discussion of writing assignment #1	Class participation, presentation and discussion of readings for all weeks.
10			
11			
12			
13	Feb 3	Truth and fiction (II) -Excerpt from <i>So Long, See You Tomorrow</i> by William Maxwell	Class participation, presentation and discussion of readings for all weeks.
	Feb 10	Dialogue (I) -"Reunion" by John Cheever -Critique of students' stories	Class participation, presentation and discussion of readings for all weeks.
	Feb 17	Dialogue (II) -Short story/flash fiction tbc -Critique of students' stories -Discussion of writing assignment #2	Class participation, presentation and discussion of readings for all weeks.
	Feb 24	Fragmented memories/voices -"The Life of Art" by Helen Garner	Class participation, presentation and discussion of readings for all weeks.
	Mar 3	Conflict (I) -"Cathedral" by Raymond Carver	Class participation, presentation and discussion of readings for all weeks.
	Mar 10	Conflict (II) -Excerpt from <i>Patrimony</i> by Philip Roth -Critique of students' stories	Class participation, presentation and discussion of readings for all weeks.
	Mar 17	Voice and desire -Excerpt from <i>The Lover</i> by Marguerite Duras -Critique of students' stories -Discussion of writing assignment #3	Class participation, presentation and discussion of readings for all weeks.
	Mar 24	Language and identity -Excerpt from <i>Hunger of Memory</i> by Richard Rodriguez	Class participation, presentation and discussion of readings for all weeks.
	Apr 14	The shifting selves -Excerpt from <i>The Woman Warrior</i> by Maxine Hong Kingston	Class participation, presentation and discussion of readings for all weeks.
	April 21	Critique & discussion – no further readings	



Teachers' or TA's contact details

- List both the teachers' and TAs' contact details such as name, office location, phone number and email address in order to help students easily locate your contact information.
- Additional information such as personal background and research interest of the teachers and/or the TAs may also be included to improve understanding and relationships between teachers/TAs and the students.

Professor/Lecturer/Instructor:	
Name:	
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Website:	
Other information:	

Teaching Assistant/Tutor:	
Name:	
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Website:	
Other information:	



A facility for posting course announcements

- Include a brief statement informing students what facilities are available for the posting of course announcements and materials. Such facilities can include an open website and/or any of the platforms: iHome, CUForum and WebCT hosted by the University. More information on setting up course websites can be found at: <http://www.cuhk.edu.hk/eLearning>

Academic honesty and plagiarism

- Provide link(s) to information regarding the academic honesty and plagiarism policy in the University for students. Relevant information can be allocated via: <http://www.cuhk.edu.hk/policy/academichonesty/> Your course outline may also include subject-specific requirements about avoiding plagiarism.

Professor/Lecturer/Instructor:	
Name:	Nicolette Wong Kei Ming
Office Location:	
Email:	nicolettew@gmail.com
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.

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