

# HONG KONG BAPTIST UNIVERSITY

## COURSE OUTLINE

### 1. COURSE TITLE

Writing Gender

### 2. COURSE CODE

WRIT7070

### 3. NO. OF UNITS

3 Units

### 4. OFFERING DEPARTMENT

Master of Arts (MA) in Creative Writing for Cultural Professionals

### 5. PREREQUISITES

Nil

### 6. MEDIUM OF INSTRUCTION

Putonghua

### 7. AIMS & OBJECTIVES

When "diversity" has become a keyword in funding applications, personnel policies, and creative initiatives, this course highlights "gender" as an essential tool to unpack thinking and practices on writing. It introduces latest understandings on gender – theories, issues, politics – and mobilizes them to examine a wide range of texts, from state propaganda to protest slogans, from literary classics to Chinese pop lyrics, ultimately to address the question: Who writes, and who is being written? Drawing theories and Chinese/ local popular practices together, the course aims to transform students' pen with gender sensitivity, and their writing into possibilities of persuasion, empowerment, and intervention.

This course aims to enable postgraduate students:

- (1) to acquire updated understandings on gender studies, particularly in connection with writing;
- (2) to examine writings from gender perspectives;
- (3) to explore the connections between writing and desire, bodies and sexualities; and
- (4) to incorporate understandings on gender in their own writing practices.

## 8. COURSE CONTENT

Phase 1 (Weeks 1-2): Why is this course important?

The first two sessions offer an introduction of the course not only in its content but in its intent. They will show the students the need for gender understandings, and the urgency of incorporating such understandings in writing practices. Students will be asked to bring their own writings for examination and discussion in order to enhance literary and critical-thinking skills via exposure to various literary forms.

Phase 2 (Weeks 3-6): Why is gender important?

These four sessions will familiarize students with latest gender theories, issues, and politics, particularly in connection with writing (feminist writing, queer writing, life writing, body writing, herstory writing, and so forth). Students will be equipped with critical and conceptual tools to examine the dominant perspective and practice that men write (authors and authority) and women are written. Central to these sessions is the myriad ways writing is enmeshed in power, and how it opens up possibilities of resistance.

Phase 3 (Weeks 7-10): Why is writing important?

Four sessions follow on the more theoretical weeks to introduce case studies, aiming at demonstrating to students good practices of writing gender. Such cases will be collected from a variety of sources so as to speak to various backgrounds of the students. They may be literatures, public interests promotion, advertising campaigns, film projects, human resources handbooks, literacy activism, and so forth. Guest speakers associated with the case studies will be invited to share their experiences.

Phase 4 (Weeks 11-13): Why is my writing important?

From the start of the course, students are invited to formulate their own writing gender project, explain its rationale using insights gained during the course, and make a presentation during these two final weeks for class discussion. Informed by the presentation and the feedback collected, their final papers will take the form of a project funding application, in which the project objectives, theoretical underpinning, operationalization, social relevance, expected impact, and resources implications are detailed.

## 9. COURSE INTENDED LEARNING OUTCOMES (CILOs)

<b>CILO</b>	<b>By the end of the course, students should be able to:</b>
CILO 1	Articulate a combination of theoretical knowledge about the writing process, as well as gender studies.
CILO 2	Develop literary and critical-thinking skills via exposure to various literary forms with gender perspectives.
CILO 3	Develop creative thinking via techniques of writing, editing, feedback, and proofreading with gender perspectives.
CILO 4	Formulate writing projects from gender perspectives with analytical skills of relevant conventions and techniques.

## 10. TEACHING & LEARNING ACTIVITIES (TLAs)

CILO alignment	Type of TLA
1-3	Students: Read theories in gender studies.
1-3	Participate in workshop-style discussions with consideration of both gender and aesthetic awareness.
1-4	Formulate a writing gender project in which the project objectives, theoretical underpinning, operationalization, social relevance, expected impact, and resources implications are detailed.

## 11. ASSESSMENT METHODS (AMs)

Type of Assessment Methods	Weighting	CILOs to be addressed	Description of Assessment Tasks
Written assignments	30 %	2-4	Students will complete multiple written assignments to respond to different topics and readings.
Oral presentation	30 %	1-3	Students will give one presentation on their writing gender project explaining and justifying their application of one or more theoretical approaches covered in the course to their own research.
Project	40 %	1-4	Students will conclude the course by writing up their imaginary writing gender project to apply one or more of the theoretical approaches covered in the course.

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