

HONG KONG BAPTIST UNIVERSITY

COURSE OUTLINE

1. COURSE TITLE

Writing (for) Performance

2. COURSE CODE

WRIT7110

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

This course explores the role of writing in performance practices not only confined to performing arts but also extended to everyday life activities. Depicting and generating performativity and theatricality of dramas and events, the compelling writing can move across different genres and disciplines to experiment and produce new modes of performance. Through writing, we examine to what extent (gender) self-expression can be understood as creative performance, how history and politics can be rethought as theatre, how public event and character are cast as high drama, as well as in what way theater may act as an ethos and substance of our life. The course also helps student learn the many creative processes and crafts that may fuel writing and performance that matters in order to spur them to recognize their latent writing / performative selves.

8. COURSE CONTENT

Course Content in Outline:

- I. Dramatic Narratives and Theater Events
- II. Role of Performance and Critique of Social Knowledge
- III. Compelling Writing and Provocative Performance

IV. Words, Bodies, Things, and Spaces

V. Writing as Performance

9. COURSE INTENDED LEARNING OUTCOMES (CILOs)

CILO	By the end of the course, students should be able to:
CILO 1	Identify the interrelationship between performativity and creative writing.
CILO 2	Describe functions of creative writing in the concepts of performance, theatrical representation, and dramatic event.
CILO 3	Describe the many ways in which creative writing contributes to performance practices.
CILO 4	Identify the multiple styles of dramatic narratives.

10. TEACHING & LEARNING ACTIVITIES (TLAs)

CILO alignment	Type of TLA
1, 2 and 4	Students will: Read and study different texts and scripts under the genre of performance practices in association with creative writing.
2-4	Engage in a group critique of the presentations by their classmates.
2-4	Discuss their experimentation and exercise of writing for and as performance.
2-4	Complete in-class presentations on various aspects of the theme of the course.
1-4	Write a midterm project and a final project that engages writing for and as performance.

11. ASSESSMENT METHODS (AMs)

Type of Assessment Methods	Weighting	CILOs to be addressed	Description of Assessment Tasks
Midterm Essay or Creative Project with complementary short essay	30 %	1-3	The midterm assignment can take the form of an essay that analyzes formal elements and theoretical concerns; or a short story or play. In the latter case, it should be complemented with a short discursive text indicating explicitly how it relates to one or more of the problematics explored in class.
Class Presentation	20 %	1,2 and 4	The presentations should convey what the student deems inspiring in the studied concepts

s			and texts, rather than merely provide information in relation to them.
Participation	10 %	1,2 and 4	Students should participate in discussions as a response to class presentations.
Final Essay or Creative Project with complementary short essay	40 %	1-3	The final assignment can take the form of an essay that deals with formal elements and conceptual concerns; or a short story or play. In the latter case, it should be complemented with a short discursive text indicating explicitly how it relates to one or more of the problematics explored in class.

Last Update: 2023-07-14
Published Date: 2023-07-14

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