

The Hong Kong Polytechnic University
Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	CLC1AN02C
Subject Title	My Family Story (Nonfiction Writing) 我的家族故事 (非虛構寫作)
Credit Value	3
Level	1
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	<p>This subject is designed to introduce students to the meaning of family history, and guide them in collecting, writing and sharing their family stories. It attempts to relate personal experiences and familial histories, as well as record diachronic and synchronic cultural practices.</p> <p>Family is the one thing we all have in common. Family history is trying to respond to some key questions about our own self and human nature, such as where we came from, who we are, and why we are here. The subject encourages students to not only research their family trees, but also do an in-depth study on the traditions, customs and beliefs of their family members.</p> <p>Students are required to gather the information and face their parents/grandparents through an interview. They should learn how to set up questions, start conversations, respond to aggressive behaviour/silent treatments, deal with emotions and most importantly, form connections with the family's past. There are often discoveries and surprises.</p> <p>In addition, students are expected to experience a writing journey, including thinking, drafting, revising and editing. They should use both family information and oral materials as a basis, and literary writing techniques as a tool, to transform their findings and insights into engaging and resonant writing – narrative nonfiction. Real-life stories will be factually and creatively written. Family stories will be truly and expressively composed.</p> <p>It is hoped that students will build a sense of identity, cultivate historical empathy and develop a respect for diverse experiences during the process of retelling their own, and reading others' family stories. It is an opportunity for different generations to reflect on themselves, get closer to each other and build consensus. It also provides a platform to present daily lives and social changes. Family stories are both a</p>

	<p>snapshot of personal growth and a microcosm of society and times, and deserve to be remembered, recorded and shared.</p>
<p>Intended Learning Outcomes (Note 1)</p>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) Develop an understanding of concepts of “family history”, principles of “family writing”, and their interdisciplinary significance in human development and cultural inspection; (b) Communicate about and reflect on family experience and relationship, as well as cultural heritage and social changes; (c) Apply interviewing skills and enhance oral expression for daily and professional purposes; (d) Demonstrate capabilities of information gathering, clarification and extraction; (e) Adapt creative writing techniques and enrich textual expression, as well as fulfil the “Chinese Writing and Reading Requirements”.
<p>Subject Synopsis/ Indicative Syllabus (Note 2)</p>	<p>Weeks 1-2 <u>1. What is Family History? What is Family Writing?</u></p> <ul style="list-style-type: none"> ■ Definition ■ Development ■ Meaning and Importance <p>Weeks 3-5 <u>2. To Collect My Family’s Story</u> (Before the Interview)</p> <ul style="list-style-type: none"> ● To identify a consanguinity relationship ● To study my parent/grandparent’s background ● To establish interview focus ● To develop topics and write an outline ● To anticipate problems with if-then planning <p>(During the Interview)</p> <ul style="list-style-type: none"> ● How to show my goodwill? ● How does he/she express himself/herself? ● How to observe, listen and make a record? ● How to respond, follow up and move forward? ● How to deal with different situations? <p>(After the Interview)</p> <ul style="list-style-type: none"> ● Transcription ● Collation ● Proof, notes and explanation (old photo, family tree, biography etc.) <p>Weeks 6-10 <u>3. To Write My Family Story</u> 3.1 Thematic Exploration</p> <ul style="list-style-type: none"> ● To explore connections between materials ● To refine writing themes from creative and literary perspectives ● How big is the topic?

	<ul style="list-style-type: none"> ● What is the attitude? (His/her memory and my interpretation) <p>3.2 Character Development</p> <ul style="list-style-type: none"> ● Desires and behaviours ● Harmony and conflict <p>3.3 Narrative</p> <ul style="list-style-type: none"> ● To distinguish between “real time” and “narrator time” ● To determine natures of narratives ● “Tailoring” (getting close and pulling away) <p>3.4 Style</p> <ul style="list-style-type: none"> ● In what language? ● Voice and tone consistency <p>Week 11-13</p> <p><u>4. To Value Our Family History</u></p> <ul style="list-style-type: none"> ● Ethics of writing ● Preservation of traditions, customs and beliefs ● Sense of identity ● Family bonds ● Historical exploration ● Cultural inspection 																																	
<p>Teaching/Learning Methodology (Note 3)</p>	<p>The subject adopts a lecture-tutorial approach, with a 2-hour lecture and a 1-hour tutorial per week.</p> <p>A general survey of family history will be provided and useful tips of family writing will be introduced in lectures. The lecturer will share concrete examples and analyse how invaluable voices and memories of people could be preserved in face-to-face interview, and how reflective perspective for understanding “his-story” could be developed in narrative nonfiction writing.</p> <p>Discussions, presentations and other activities will be held in tutorials. Students will comment on the effectiveness of selected interviews, share their own writing ideas and give advice on their classmates' writing plans. Questions about lecture content and interaction on subject assignments are most welcome. Students will receive not only feedback and guidance from their tutors, but also experience and encouragement from their peers during the whole learning process.</p>																																	
<p>Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)</p>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>(a)</th> <th>(b)</th> <th>(c)</th> <th>(d)</th> <th>(e)</th> </tr> </thead> <tbody> <tr> <td>1. Oral Presentation (Group)</td> <td>30</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Oral Presentation (Individual)</td> <td>10</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Written Review (Individual)</td> <td>10</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					(a)	(b)	(c)	(d)	(e)	1. Oral Presentation (Group)	30	✓	✓	✓	✓		2. Oral Presentation (Individual)	10	✓	✓	✓	✓		3. Written Review (Individual)	10	✓	✓		✓	✓
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3. Written Review (Individual)	10	✓	✓		✓	✓																												

	4. Nonfiction Writing (Individual)	50	✓	✓		✓	✓
	Total	100					
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> 1. Oral Presentation (Group) (≤25 min./group) (30%): Students are required to analyse designated interview clips and oral history materials. It is to assess students' understanding of family history, grasp of interviewing requirements, ability to analyse interviewers' performance, ability to evaluate interview strengths and/or weaknesses, and levels of oral expression; 2. Oral Presentation (Individual) (≤6 min./student) (10%): Students are required to share their preparation process of and initial ideas for writing family stories. It is to assess students' understanding of narrative theories, ability to collect and collate source materials, ability to theme and frame family stories, and levels of oral expression; 3. Written Review (10%): To assess students' comprehension of both nature and characteristics of family writing, ability to give improvement suggestions on each other's writing, and levels of written expression; 4. Nonfiction Writing (Chinese Writing Requirement: 2,000 - 3,000 characters) (50%, 10% to be conducted by CLC language instructors): To assess students' ability to incorporate and apply what they have learned from the subject, and ability to compose factual, creative and reflective family stories. <p>To familiarize themselves with necessary writing strategies and methods of the nonfiction writing assignment, students are required to read 306 pages of texts, which are listed in the reading list below. In addition, 2 drafts of the nonfiction writing assessment are submitted to CLC language instructors who will support students' writing process by providing feedback on word choice, sentence structure and writing style of their works. Students must obtain a D or above on the nonfiction writing assessment to pass the subject.</p>							
Student Study Effort Expected	Class contact:						
	● Lectures	26 Hrs.					
	● Tutorials	13 Hrs.					
	Other student study effort:						
	● Reading	26 Hrs.					
	● Interview	10 Hrs.					
	● Group Presentation (Preparation and Review)	15 Hrs.					

	<ul style="list-style-type: none"> ● Individual Presentation (Preparation and Review) 5 Hrs. ● Written Review 5 Hrs. ● Nonfiction Writing 30 Hrs
	<p><i>Total student study effort</i> 130 Hrs.</p>
Reading List and References	<p>Required Reading List</p> <ol style="list-style-type: none"> 1. Lee Gutkind. <i>You Can't Make This Stuff Up: The Complete Guide to Writing Creative Nonfiction -- from Memoir to Literary Journalism and Everything in Between</i>. Boston: Da Capo Lifelong Books, 2012. / 李·古特金德著，李雅玲譯：《如何說好真實故事？》，臺北：臉譜出版社，2022年。（Chinese Reading Requirement: pp. 1-336） <p>References</p> <p><u>Family History and Family Writing</u></p> <ol style="list-style-type: none"> 1. Denis Ledoux. <i>Turning Memories into Memoirs: A Handbook for Writing Lifestories</i>. Lisbon Falls: Soleil Press, 2005. 2. Mary Jo Maynes, Ann Waltner. <i>The Family: A World History</i>. New York: Oxford University Press, 2012. 3. Neale, Lesley. "The Ethics and Intentions of Writing Family." <i>Vitae scholasticae</i>, Vol.34 (2) (2017), pp.110. 4. Sally Cline, Carole Angier. <i>Life Writing: A Writers' and Artists' Companion (Writers' and Artists' Companions)</i>. London: Bloomsbury, 2013. 5. 魯迅等著，立緒文化編選：《我的父親母親：百年文選家族書寫》，新店：立緒文化事業有限公司，2004年。 <p><u>Interview</u></p> <ol style="list-style-type: none"> 1. Ritchie, Donald A.. <i>Doing Oral History</i>. Oxford: Oxford University Press, 2015. / 唐諾·里齊著，王芝芝譯：《大家來做口述歷史》，臺北：遠流出版公司，1997年。 2. 《人物》雜誌：《回到生活原點》，北京：華文出版社，2018年。 3. 《人物》雜誌：《巨人轉身慢》，北京：華文出版社，2018年。 4. 《人物》雜誌：《忙碌的人逗著忙碌的時代》，北京：華文出版社，2018年。 5. 朱潔：《採訪提問 100 例》，成都：四川大學出版社，2013年。 6. 柴靜：《看見》，桂林：廣西師範大學出版社，2001年。 7. 楊祥銀：《口述史學》，臺北：揚智文化出版，2004年。 8. 王春泉：《新聞採訪技巧：理論與實踐》，西安：西安出版社，2001年。 <p><u>Nonfiction Writing</u></p> <ol style="list-style-type: none"> 1. Boynton, Robert S. <i>The New New Journalism: Conversations with America's Best Nonfiction Writers on Their Craft</i>. New York: Vintage Books, 2005. / 羅伯特·博因頓著，劉蒙之譯：《新新新聞主義：美國頂尖非虛構作家寫作技巧訪談錄》，北京師範大學出版社，2018年。

	<ol style="list-style-type: none"> 2. Ellis, Sherry. <i>Now Write! Nonfiction: Memoir, Journalism, and Creative Nonfiction Exercises from Today's Best Writers and Teachers</i>. New York: Jeremy P. Tarcher/Penguin, 2009. / 雪麗·艾利斯著，刁克利譯：《開始寫吧！非虛構文學創作》，北京：中國人民大學出版社，2012年。 3. Hart, Jack. <i>Storycraft: The Complete Guide to Writing Narrative Nonfiction</i>. Chicago: University of Chicago Press, 2021. / 傑克·哈特著，謝汝萱譯：《說故事的技藝》，新北：新樂園出版，遠足文化事業股份有限公司，2020年。 4. Kramer, Mark William, Call, Wendy Louise. <i>Telling True Stories: A Nonfiction Writers' Guide from the Nieman Foundation at Harvard University</i>. New York: Plume, 2007. / 馬克·克雷默、溫蒂·考爾著，王宇光等譯：《哈佛非虛構寫作課：怎樣講好一個故事》，北京：中國文史出版社，2015年。 5. William E. Blundell. <i>The Art and Craft of Feature Writing: Based on The Wall Street Journal Guide</i>. New York: Plume, 1988. / 威廉·布隆代爾著，洪慧芳譯：《報導的技藝》，臺北：臉譜出版社，2023年。 6. Zinsser, William Knowlton. <i>On Writing Well: The Classic Guide to Writing Nonfiction</i>. New York: Collins, 2006. / 威廉·金瑟著，劉泗翰譯：《非虛構寫作指南》，臺北：臉譜出版，2018年。 7. 李梓新：《非虛構寫作指南》，北京：中信出版社，2019年。 8. 李華：《寫出心靈深處的故事：非虛構創作指南》，北京：中國人民大學出版社，2014年。 9. 周逵：《非虛構：時代記錄者與敘事精神》，北京：清華大學出版社，2017年。 10. 葛紅兵、許道軍：《大學創意寫作：文學寫作篇》（第五章第一節 非虛構文學），北京：中國人民大學出版社，2017年。 11. 羅鋼：《敘事學導論》，昆明：雲南人民出版社，1999年。 <p><u>Application and Demonstration</u></p> <ol style="list-style-type: none"> 1. 中央研究院近代史研究所期刊《口述歷史》 https://mhorh.mh.sinica.edu.tw/showMaz.php 2. 好丘《回家說故事》口述歷史影像計劃 https://www.goodchos.com.tw/article/175 3. 香港大學《香港口述歷史檔案計劃》 https://sunzi.lib.hku.hk/hkoh/ 4. 香港公共圖書館「香港留聲」口述歷史檔案庫 https://www.hkmemory.hk/collections/oral_history/index_cht.html 5. 康文署社區口述歷史戲劇計劃 https://www.facebook.com/abooralhistory/ 6. 賽馬會「生命說」回憶書寫及藝術創作計劃 https://speaklife.zihua.org.hk
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020