

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Arts (Honours) in Language Studies
Programme QF Level	: 5
Course Title	: Writing and Mindfulness
Course Code	: CUS3026
Department	: Department of Literature and Cultural Studies (LCS)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

What constitutes mindfulness? And how might being mindful enhance our creative endeavours? This course introduces students to the art of living in the present moment, a philosophy of life that may guide their creative writing. It covers a wide range of contemplative practices of mindfulness that can aid the writing process. These strategies may include doodling, journaling, mediation, walking, and so on, which help rewire the writerly brain. The course comprises lectures, seminars, presentations, and meditation and writing sessions. It invites student writers to take ownership of their creative process. Students can expect to develop a repertoire of mindfulness interventions that help them focus on the here and now and hence, unleashing their imagination. The course offers students the opportunity to put into practice the mindfulness theories they learn in a final creative project. As the horizons of students expand, their curiosity, creativity, and contentment also grow.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Understand the intricate relationship between mindfulness and the creative process;
- CILO₂ Analyze how mindfulness helps unblock creative flows; and
- CILO₃ Adopt mindfulness techniques to facilitate creative writing.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
● Introduction to the history of mindfulness. The concept of mindful writing.	CILO ₁	Lectures, readings, discussion.
● Major writers who practice mindfulness in their creative work.	CILO _{1,2,3}	Presentations, readings, discussion.
● Close reading of texts for techniques of mindfulness that unleash creative energies.	CILO _{2,3}	Seminars, readings, discussion.

4. Assessment

Assessment Tasks	Weighting	CILOs
(a) Participation Assignments Journal entries about one's own mindful behaviours. (~750 words in total)	25%	CILO _{1,3}
(b) Group Presentation Group presentation on a chosen writer whose work has been inspired by mindfulness exercises.	25%	CILO _{2,3}

(c) Final Project A creative writing project of any genre and topic that uses techniques from the mindfulness repertoire, including those recorded in the journal entries. (~1500 words)	50%	<i>CILO</i> _{1,2,3}
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5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Instructors will provide a selection of primary texts for students and make them available for downloading on Moodle.

7. Recommended Readings

- Abbott, H. P. (2008). *The Cambridge Introduction to Narrative* (2nd ed.). Cambridge University Press.
- Clark, Irene L. (2002). *Concepts in Composition: Theory and Practices in the Teaching of Writing*. Routledge.
- Cronin, Matthew A. and Jeffrey Loewenstein Eds. (2018). *The Craft of Creativity*. Stanford University Press.
- Herman, D. (2012). *Narrative Theory: Core Concepts and Critical Debates*. Ohio State University Press.
- Liveley, G. (2019). *Narratology*. Oxford University Press.
- McDonald, P. (2014). *Storytelling: Narratology for Critics and Creative Writers*. Greenwich Exchange.
- Moore, Dinty W. (2016). *The Mindful Writers*. Wisdom Publications.
- Proust, Joëlle and Martin Fortier Eds. (2018). *Metacognitive Diversity: An Interdisciplinary Approach*. Oxford University Press.
- Robertson, Iain. *Cultivating Creativity*. (2022). New Village Press.

8. Related Web Resources

Lemon Hound:

<http://lemonhound.com/>

Monoskop:

<https://monoskop.org/Monoskop>

Writing-Plus:
<https://www.writingplus.hk/>

9. Related Journals

Axon: Creative Explorations. <https://www.axonjournal.com.au/>
Journal of Creative Writing Studies. <https://scholarworks.rit.edu/jcws/>
New Writing, the International Journal for the Practice and Theory of Creative Writing.
<https://www.tandfonline.com/journals/rmnw20>
Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture. <https://read.dukeupress.edu/pedagogy>
Scriptum: Creative Writing Research Journal.
<https://jyx.jyu.fi/handle/123456789/44274>
TEXT Journal. <http://www.textjournal.com.au/>
Writing in Practice. <https://www.nawe.co.uk/writing-in-education/writing-at-university/writing-in-practice.html>

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil

14 August 2025