



Authentic Assessment Symposium

Authentic Assessment in CAES 9924 Language and Style
in Narrative Journalism
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Authentic Assessments

- Simulation of real world contexts
- Holistic approach to assessment

The Centre for Applied English Studies

- Academic writing literacy
 - presentation skills
 - specific discipline skills/vocabulary
- Standardization assessment practices
 - Course content
 - Student skills

CAES9924 Language and Style in Narrative Journalism

Main Writing Assignment

- You will complete this writing assignment individually. **This is a piece of original reporting and writing of around 2000 words, written exclusively for this course.**
- The objective of this assignment is to give you a chance to put into practice some of the literary techniques, devices and command of language used in narrative journalism writing.
- Your aim is to offer your readers an intimate glimpse of the person, place or event by using literary devices, techniques such as narrative, visual description and other kinds of imagery, and dialogue. You should gather information about the subject from interviews (with the subject or other sources) and other types of journalistic research.
- You will have the opportunity to present your ideas, research and writing in the **Editorial Meetings** held in class.

Formative assessment

1. Self Reflection based on genuine and simulated real life content
2. Co – partnership approach with the student

Reflective Feedback

Three Editorial Meetings: A simulation of an editor's meeting room

Students take on the role of **copy editors** and **news editors** and discussions take place on sections of their stories e.g. scenes, dialogue, character . Students are expected to keep record sheets of each meeting and then write up a final reflection assignment (20%).

Reflective Feedback

Press Conference

- Guest speaker, Shafi Ahmadey, Somalian journalist, honorary member of the Foreign Correspondent's Club and UNHCR refugee in Hong Kong
- Students prepare questions and reflect on their performance as the interview is the crucial element of their stories

Teacher feedback

Co partnership approach :

- Student ownership of the story
- Socratic question approach
- Supportive role –course elements, tenses, vocabulary
- Encouragement of the creative process – experimentation, failure as a learning process

Concluding Remarks

- Students engaged in storytelling – unlike an assignment, these stories can be recycled and published in student magazines/newspapers
- The creative process is
 - non linear – stories are in a constant state of flow and are subject to dramatic changes
 - The creative process is experimental and involves failed ideas
 - The creative process involves self doubt, criticality and adaptability

Self Reflection and a co partnership approach

transferable skills

critical skills

independence

And above all supports students' 'voice'

- In particular the area of performance suggests a meeting ground for L2 users to explore creativity, narrative genres and empowerment in order to express that most elusive of concepts 'voice'. (Mora T.A.)