

## BODY PRACTICE BLOGGING PROJECT GUIDELINES

<https://bodypolitics.hku.hk/assignments/body-practices-blogging-project/>

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### PROJECT GUIDELINES

This project is an opportunity for you to become a more reflective participant and observer of your own body, including your internal dynamics and how you interact with others and the world around you. The project will involve engaging in a new bodily practice, writing short blog posts about these bodily experiences, and revising your best blog posts into a curated blog portfolio for your final project assessment.

The first step is to **choose a body practice that you do not already do regularly** and that you are curious to take up and explore in this class. This may entail trying a new eating practice, learning a new sport, modifying your gender expression, wearing a fitness tracker, changing your personal grooming routine, practicing a new craft, taking a different mode of transportation, speaking a different dialect, writing a diary, engaging in meditation, taking a dance class, etc. The possibilities are endless – the only requirement is that you choose something you do not usually do and stick with it for the duration of the assignment.

The next step is to **set up your own individual blog** (online journal) where you will be reflecting on your bodily experiences. We will hold a blogging workshop during Lecture 2 to teach you how to set up your blog and write reflective blog posts. Make sure that your blog is viewable by the CCGL9064 teaching team so that you can receive credit for your posts. For more information on choosing a platform and setting up your body practice blog, please see the assignment resources on the course website link listed above.

You will be using this blog to write **four reflective blog posts** documenting your observations, experiences, sensations, thoughts, and feelings related to your new body practice. The first blog post should introduce your chosen body practice and your rationale for choosing this particular practice. The remaining blog posts may be on any aspect of your new body practice (including observations, experiences, sensations, thoughts, feelings related to your embodied experiences, and other people's reactions). To encourage digital experimentation, up to TWO of your blog posts may be produced in an alternative format (video, podcast, etc.) as long as this meets the minimum word count. You may choose any blogging platform that allows you to submit posts of the requested length (such as Blogger, Instagram, Wordpress, etc.).

Each blog post should be **200–300 words** and is worth 10% of the project grade (4% of your overall course grade). You will receive full credit if you demonstrate effort, meet the minimum word count, and submit your blog post weblink on Moodle by the deadline. The **grading scale** is: 2 points for full credit, 1 point if late or inadequate, 0 points if not submitted within a week of the deadline.

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The blog posts are due according to the following schedule (to receive full credit you must ensure that your blog post is viewable and submit the weblink by 23:59 on the scheduled date via the assignment submission link in Moodle):

- Body Practice Blog Post #1 due on Sunday, September 19.
- Body Practice Blog Post #2 due on Sunday, October 3.
- Body Practice Blog Post #3 due on Sunday, October 10.
- Body Practice Blog Post #4 due on Sunday, October 17.

All students will be expected to participate in the **peer review workshop** during class on **Wednesday October 20**, where you will learn more about how to write reflective blogs that demonstrate informed, thoughtful, and sustained intellectual engagement with a broad range of course concepts, theories, and issues. We will focus on how to apply theoretical ideas to lived experience appropriately and insightfully. Based on this learning, you will give and receive structured feedback on classmates' blog posts (worth 10% of the project grade / 4% of your overall course grade).

This feedback is designed to help you with revisions for the final component of the project: a **curated blog portfolio**. You will choose some of your best blog posts to edit and synthesize into a final blog portfolio (~1000 words) that reflects your engagement with course themes, concepts, and readings. Your curated blog portfolio should connect your bodily experiences with larger course themes by considering the following questions:

- How are your bodily sensations and reactions shaped by interpersonal interactions, cultural norms, institutional structures, corporate interests, and state policies?
- What are you learning from this new body practice that you did not know before?
- How does your bodily experience relate to the readings and concepts we are discussing in the course?
- Does this bodily practice change how you think about your embodiment and/or identity in any way?
- What are the 'body politics' shaping this particular bodily practice?

A key part of the assignment involves applying some of the analytical tools and concepts discussed in the readings, lectures, and tutorials to make sense of your chosen body practice. Your blog portfolio should use the terms we have introduced in class to analyze how, why, and in what ways you are experiencing this bodily practice. Your portfolio should also incorporate multimedia elements such as images, videos, or spoken word recordings to help illustrate and support your analysis.

The final blog portfolio is worth 50% of the project grade (20% of your overall course grade) and will be graded for quality according to the assessment rubric and grade descriptors listed at the end of this document. Make sure to cite your sources and include a bibliography. The default format for the final blog portfolio is a written collection of revised blog posts or one longer integrated piece (~1000 words in total). We also welcome alternative formats, but you must discuss your plan with your tutor and obtain advance written approval from the CCGL9064 teaching team for this. Please submit your final blog portfolio online through the Moodle assignment link.

- Your **final blog portfolio** is due by 11:59pm on **Sunday, December 12**.

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### ADDITIONAL GUIDELINES

- **Penalties for Late Work:** All assignments are **due by 11:59 pm on the scheduled day**. The grading system for the five preliminary blog posts is explained above. For the final blog portfolio, each day late without a pre-approved extension will result in the reduction of your grade by 1/3 of a letter (e.g., an A- will become a B+).
- **Warning against Plagiarism:** Plagiarism is the use of someone else's work, words, or ideas without proper acknowledgement. In all your assignments, including your blog posts and final blog portfolio, you must always make clear where you have borrowed from others by identifying the original source and extent of your use of another's work. This obligation holds whether the sources are published or unpublished and whether they are in print or on the internet. As stated in the University of Hong Kong's *Full-Time Undergraduate Handbook*, "The University does not allow or tolerate plagiarism.... Any student who commits plagiarism is liable to disciplinary action which can result in serious consequences - including expulsion from the University." For more information on how to avoid plagiarism, please read "What is Plagiarism?" (<https://tl.hku.hk/plagiarism/>) and consult a member of the teaching team if you have any questions.
- **Citing sources and others' ideas:** We would like you to use the "**Author Date**" format (widely used in the social sciences) to (1) cite sources in your blog posts and portfolio, and (2) compile a Reference List to be included at the end of your final blog portfolio essay. An author-date citation (Foucault 1977) is placed within the text or at the end of a quotation and complete citation information is given in the list of references at the end of the paper.

#### Citing sources in the text:

- **Book or article:** *Citation should include author, year, page* → (Foucault 1977:11)
- **Class lectures:** *Citation should include the lecturer's last name, year, lecture # and date* → (Song 2021: Lecture 3, September 15)
- **Webpage:** *Citation should include author/organization name and year* → (HKU CCGL9064 2021)

#### Citing sources in the reference list:

- **Book** → Foucault, Michel. (1977). *Discipline and Punish: The Birth of the Prison*. Translated by Alan Sheridan. Vintage Books.
  - **Article** → Lai, Francisca. (2018). "Sexuality at Imagined Home: Same-Sex Desires among Indonesian Migrant Domestic Workers in Hong Kong." *Sexualities* 21(56): 899-913.
  - **Webpage** → HKU CCGL9064. (2021). "Course Policies." Retrieved 18 September 2021 from <https://bodypolitics.hku.hk/course-policies/>
  - **Class Lecture** → Song, Priscilla. (2021). "Lecture 6: Reproducing & Medicalizing Bodies" [slideshow handout]. Moodle@HKU. <https://moodle.hku.hk/course/view.php?id=79695>
- If you have any questions about the body practices blogging project or would like to discuss your ideas, please consult a member of the teaching team: Dr. Priscilla Song ([songp@hku.hk](mailto:songp@hku.hk)), Dr. Anna Iskra ([iskra@hku.hk](mailto:iskra@hku.hk)), or Ms. Tianyi Yan ([yantyhds@connect.hku.hk](mailto:yantyhsd@connect.hku.hk)).

**ASSESSMENT RUBRIC FOR FINAL BLOG PORTFOLIO**

<b>Assessment Category</b>	<b>Key Criteria</b> (Assessment method: 1-5 points based on grade descriptors listed below)
<b>Addressing the Task</b>	How well does the final blog portfolio demonstrate engagement with a body practice and articulate its relationship to course content?
<b>Intellectual Engagement with Concepts, Theories, or Issues</b>	How well does the blog portfolio demonstrate informed, thoughtful and sustained intellectual engagement with a broad range of relevant concepts, theories, and issues (at least 3 course concepts & 3 course readings)? Are theoretical ideas applied to lived experience appropriately and insightfully? Are viewpoints clearly articulated, meticulously supported?
<b>Broader Insights</b>	How well does the blog portfolio develop understandings of body politics through the chosen body practice and reflective blog writing? Does the student demonstrate a willingness and ability to subject their own beliefs, values, and behaviors to critical scrutiny?
<b>Multimedia Components</b>	How effectively and creatively does the blog portfolio incorporate multimedia elements (including images, videos, spoken word recordings, etc.) to enhance communication of key ideas?
<b>Mechanics</b>	Writing quality (including language use and organizational structure); proper use of citations and bibliography.

**GRADE RANGES FOR FINAL BLOG PORTFOLIO:**

**A Range:** 22-25 total points

**B Range:** 17-21 total points

**C Range:** 12-16 total points

**D Range:** 8-11 total points

**F Range:** 7 total points and below

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### GRADE DESCRIPTORS FOR FINAL BLOG PORTFOLIO

	<b>Grade A (5 points)</b>	<b>Grade B (4 points)</b>	<b>Grade C (3 points)</b>	<b>Grade D (2 points)</b>	<b>Grade F (1 point)</b>
<b>Addressing the Task</b>	Demonstrates significant engagement with a body practice. Clearly and consistently articulates its relationship to course content.	Demonstrates good effort to engage in a body practice and frequently relates it to course content.	Demonstrates basic effort to engage in a body practice and sometimes relates it to course content.	Demonstrates only minimal engagement in body practice. Rarely relates this practice to course content.	Fails to demonstrate engagement in a body practice and does not relate to course content.
<b>Intellectual Engagement with Concepts, Theories, and Issues</b>	Writing consistently demonstrates informed, thoughtful and sustained intellectual engagement with a broad range of relevant concepts, theories, and issues. Theoretical ideas are applied to lived experience appropriately and insightfully. Viewpoints are always clearly articulated, meticulously supported, and from multiple perspectives.	Writing mostly demonstrates informed and thoughtful intellectual engagement with a broad range of relevant concepts, theories, and issues. Theoretical ideas are applied to lived experience mostly appropriately and at times insightfully. Viewpoints are in the main clearly articulated, well supported, and from multiple perspectives.	Writing mostly indicates informed intellectual engagement with concepts, theories, and issues but not always with sufficient depth, breadth, or understanding. Applies theoretical ideas to lived experience but sometimes inappropriately or tenuously. Viewpoints are in the main clearly articulated but are not always sufficiently supported or from multiple perspectives.	Writing indicates some intellectual engagement with concepts, theories, or issues but mostly at a superficial level. Writing is largely descriptive or anecdotal but does indicate some attempt to apply theoretical ideas to lived experience. Viewpoints are offered but tend to be poorly articulated, insufficiently supported, and from a single perspective.	Writing reveals an absence of intellectual engagement with concepts, theories, or issues. Writings are irrelevant or superficial. No attempt to link concepts and theories with lived experience. Viewpoints are poorly articulated and unsupported or supported with seriously flawed arguments.
<b>Broader Insights</b>	Develops extensive and highly perceptive understandings of body politics from body practice and reflective writing. Consistently demonstrates a willingness and ability to subject own beliefs, values, and behaviors to critical scrutiny and an openness to change.	Develops perceptive understandings of body politics from body practice and reflective writing. Demonstrates a willingness and ability to subject own beliefs, values, and behaviors to critical scrutiny and an openness to change.	Develops some perceptive understandings of body politics from body practice and reflective writing. Generally disposed to scrutinizing own beliefs, values, and behaviors but not always in a sufficiently critical manner. Shows some openness to change.	Develops some limited understandings of body politics from body practice and reflective writing. Shows willingness to examine own beliefs, values, and behaviors but mostly without sufficient questioning of them. Occasionally, shows openness to change.	No evidence of developing an understanding of body politics from body practice and reflective writing. Unwilling or unable to scrutinize own beliefs, values, and behaviors. Shows no openness to change.
<b>Multimedia Components</b>	Multimedia aids (images, videos, audio recordings, etc.) are used creatively and effectively to enhance communication.	Multimedia aids are used in appropriate ways to enhance communication.	Multimedia aids are used, but these vary in their effectiveness in enhancing communication.	Some multimedia aids are used but these are not well integrated and may distract from effective communication.	Few, if any, multimedia aids are used. If multimedia aids are present, they hinder or disrupt communication.
<b>Mechanics</b>	The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear.	The language is generally accurate but contains a few systematic errors in complex grammar and vocabulary.	The language is mostly accurate, and errors, when they occur, are mainly in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible.	The language is sufficient for meaning to be understood with effort, but contains frequent errors (in simple and complex grammar and vocabulary) which are distracting.	Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible.