Department of English

The Chinese University of Hong Kong

ENGE1310 – Communication for English Majors I

Lecture & Tutorial: TBA; Venue: TBA

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Office hours: Mondays 11:00am-1:00pm and by appointment

Tutors:

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TBA	**TBA**

Course Description:

This course prepares English majors for their ongoing work in the English Department, and provides a foundation in critical thinking skills that will serve students well in other academic contexts as well as in their future careers. The course focuses on enhancing students' abilities in writing, speaking, reading, and listening; by extension, the course also aims to enrich students' skills at overall thought and expression. The small size enrollment of sections of ENGE1310 facilitates the intensive amount of both student interaction and teacher feedback required for this course. Through a process-oriented approach, you will produce outlines and drafts of writing and speaking tasks; give and receive feedback in a community of writing colleagues; and develop your confidence as a sharp, savvy thinker and writer.

Learning outcomes:

Upon successful completion of the course, you should be able to:

- Analyze English-language texts ranging from the relatively simple (such as newspaper articles) to the highly complex (such as literary texts)
- Recognize the rhetorical conventions of various spoken and written genres (for example, opinion editorials, advertisements, literary criticism, public talks)
- Identify effective and engaging rhetorical strategies across a variety of texts and genres, and make informed choices among those rhetorical strategies for your own purposes
- Condense an extended argument into a brief, persuasive oral presentation
- Offer constructive feedback to other writers and receive feedback gracefully yourself
- Incorporate the work of others into your own efforts at communication, with an eye to honoring their labor and your own via accurate acknowledgment and citation of source material
- Identify and explain appropriate academic uses of Generative AI communication tools
- Write clear, coherent, organized essays with effective thesis statements and persuasive evidence
- Employ MLA citation style

Learning activities:

Our small class size will afford us opportunities to participate in a wide variety of learning activities together. During class meetings, we'll discuss how writers navigate the structures and conventions of their chosen genres, and how they negotiate questions of audience, purpose, and medium. We'll learn how to use our assigned texts as models for our own writing and speaking. We'll also do generative writing and revision activities in class together, and we'll share our writing with each other one-on-one, in small groups, and as a full class. Much of our work together will involve practicing effective oral communications skills as well, from sharing feedback on each other's work to presenting our own original insights about texts and about the world.

Key concepts:

Topics	**Contents/fundamental concepts**
Rhetorical context and decision-making	The relationship between a writer or speaker and their audience, genre, and purpose Ethos, logos, and pathos (authoritative, logical, and emotional appeals) Choosing the appropriate medium, style, and language for a given purpose Planning and delivering oral presentations effectively, considering audience and purpose
Writing process	Drafting, including generating ideas, beginning a draft, revising, asking for and receiving feedback, and polishing your work Crafting powerful and effective thesis statements and topic sentences Paragraph organization Strategic word choice and sentence-level revision How to use works you admire as models
Academic ethics and citation	Recognizing the importance of genre- and disciplinary-specific citation practices Evaluating academically appropriate uses of Generative AI tools Finding and using MLA citation style resources

Course components

Teaching Modes and Learning Activities	
On-site face-to-face Interactive lectures & tutorials	**Percentage of time** 100%

The following workload schedule per week may help you allocate your time this term:

Interactive Lecture	Tutorial	Reading	Writing, including discussion board responses	Preparation for class, including responding to peer work and practicing oral presentations
In class	In class	Out of class	Out of class	Out of class
2 hrs	1 hr	3 hrs	3 hrs	1 hr
M	M	M	M	M

All elements, both in and out of class, are mandatory.

Assessment type and percentage (please see Blackboard for detailed rubrics)

Task nature	Description	Weight
In-class and Discussion Board Participation	Because this course involves building a community of writers together, attendance is required. Writers are expected to engage actively and curiously during class in all exercises, activities, and discussions. Outside of class, you'll write weekly informal responses on the class Discussion Boards. Sometimes the prompts will ask for critical or creative responses to assigned readings; sometimes they will ask for for reflections on your writing process, or for comments on your peers' work. Occasionally you'll be asked to respond to a peer's post. The responses will be informal, though you should proofread them to make sure your meaning comes across clearly. The goal of these responses is to enable you to engage more deeply than you can during fast-paced class discussion with the skills and strategies under review. Your instructor will also use them to help tailor class meetings to your interests and questions.	20%
Essay 1: Opinion Editorial (Op-ed)	You'll write a 500-700 word op-ed in three drafts, in which you express an opinion and support it with both your own insights and outside sources. You will preface the final draft with a brief cover letter reflecting on your own writing and learning process. The aim of this assessment is to give you an opportunity to practice drafting and revision skills in a specific rhetorical context, employing both narrative and argumentative strategies, and incorporating outside sources using appropriate citation methods for the genre.	30%
Oral presentation: 1-minute pitch	You'll condense the extended argument of your op-ed into a one-minute "elevator" pitch, in which you persuade an audience of your choice to take a specific action. You will also submit a brief written cover letter reflecting on your own scripting and learning process, and including an MLA Works Cited page. This assessment aims to help you develop your ability to summarize and select significant details, articulate your claims clearly and succinctly, and sharpen your awareness of distinct rhetorical situations.	20%
Essay 2: Literary Analysis (Poetry)	You'll construct an 800-1000 word literary analysis paper in three drafts, in which you argue for a specific reading of a poem and support that reading with textual evidence from the poem. You will preface the final draft with a brief cover letter reflecting on your own writing and learning process. This assessment aims to help you practice close reading skills and build confidence performing the kind of critical thinking, attention to detail, and literary analysis you'll continue to develop in future English department courses.	30%

Required readings:

All required readings will be provided in class or on Blackboard.

Feedback for evaluation

In any community of writers, constructive feedback is key, and in this class it is very welcome. Students may raise questions or offer comments during class sessions, as well as via email or during individual office hours.

At the end of the course, students will be asked to complete Course Evaluations for both the lectures and tutorials for the course. Both I and the department value this information highly, as it allows us to understand what we are doing well and how we can improve. We use your feedback to revise our teaching methods and course content.

Course Schedule (subject to revision):

Class	Date	Topic	Activities/ Assessments
Week 1	7 - 9 Sept	**Introduction.** Course Policies & Overview; Introduction to Blackboard; Introduction to Unit 1: Rhetorical Analysis.	Introduction email (in-class); Discussion Boards & In-class Activities
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Weeks 2-8	15 Sept - 28 Oct	**Unit 1: Rhetorical Analysis.** Topics discussed in lecture and tutorials will include: analytical reading skills; rhetorical context; the drafting process; essay- and paragraph-level organization; finding, evaluating, and incorporating outside sources using genre-appropriate style; using GenAI to brainstorm ideas, learn about academic writing, and proofread; MLA citation style; giving and receiving constructive feedback; presentation skills.	**Weekly**: Discussion Boards & In-class Activities **Essay 1**: **Opinion Editorial** Inquiry Draft due Week 2 Developing draft due Week 3 Final draft due Week 6 **Oral Presentation:** Presentations during Week 8

Weeks 8-14	28 Oct- 9 Dec	**Unit 2: Literary Analysis.** Topics discussed in lecture and tutorials will include: the rhetorical context of literary arguments; close reading skills; vocabulary of poetic analysis; interpretation of textual details; developing and organizing literary arguments.	**Weekly**: Discussion Boards & In-class Activities **Essay 2**: **Poetry Analysis** Inquiry Draft due Week 10 Developing draft due Week 11 Final draft due Week 14

Course website:

We will be using Blackboard Learn as the eLearning platform in this course. Blackboard Learn will be used for a) dissemination of course materials such as readings, discussion questions, assignment prompts, and rubrics, b) supplementary class discussion, and c) course announcements.

You can access Blackboard Learn at: https://elearn.cuhk.edu.hk/

A demonstration of how to access Blackboard Learn to post and respond to announcements, download resources, and use the discussion forums will be given in the first lecture.

Use of generative AI tools

Approach 2 – Use only with prior permission

Students may use some AI tools in some in-class activities and assignments on the following conditions:

1. The AI tools to be used are restricted to the following tools:
   Large Language Model (LLM) text generation tools including ChatGPT and others
2. The specified AI tools will only be allowed for the following types of class activities and assignments:
   Generating topic and research source ideas for Essay 1: Opinion Editorial
   Learning about academic writing and speaking skills
   Condensing a first-draft script of a 1-minute pitch from Essay 1's full text
   Proofreading and grammar-checking of final drafts of Essay 1 and Essay 2
3. Collaboration of AI tools is only allowed for the following purposes / tasks:
   Please see #2 above. A key purpose of our course is to sharpen students' critical thinking and communications skills for the university context and beyond. To that end, we will discuss ethical academic uses of Generative AI tools in class together. Do not use GenAI tools for other purposes than those explicitly outlined above and explained in class.
4. The input contributed by the AI tools are properly acknowledged and cited; and
5. The input together with the prompts used to elicit the AI responses should be highlighted or included as appendices wherever appropriate.
   When you use GenAI tools in any way for any assignment, you must also submit an Appendix that includes 1) your prompts and GenAI's responses, and 2) a reflective paragraph about your experience using GenAI for your specific purpose, addressing the following questions: "What tool/s did you use? How did you use it? How did it help? What were the limits of relying on it?" If you use GenAI to proofread and/or grammar-check, you must include in your submission to Veriguide both the assignment in its final form and, as an Appendix, the pre-proofreading draft you entered into GenAI along with your reflective paragraph. You may use the templates below for acknowledging support from AI tools (we will also discuss these in class).

Acknowledging support from AI tools

Students are required to acknowledge all functional uses of a generative AI tool and cite it when they paraphrase, quote, or incorporate into their own work any content (whether it is text, image, data, or other format) that was created by it.

i. An example of acknowledgement

'I acknowledge the use of (name of AI tool – e.g. ChatGPT (https://chat.openai.com/) to (specify the support, e.g. plan my essay, generate some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.).

ii. An example of citation

OpenAI. (2023). *ChatGPT* (Mar 20 version). https://chat.openai.com/chat

(Students are reminded that due to the rapid developments of generative AI tools, some citation formats may be updated regularly.)

iii. An example of including texts generated by an AI tool in their work

"The following text was generated by an AI tool / language model (ChatGPT):"
[Insert the text generated by ChatGPT here.]

iv. An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool

"[The prompt], as generated by an AI language model (ChatGPT):"
[Insert the text generated by ChatGPT in response to the prompt.]

Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations.

Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where

some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

Grade descriptors

Course Grade Descriptors:
Grade A / Excellent: Outstanding performance on ALL learning outcomes.
Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority.

Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory

performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Adequate (Plus): VERY ADEQUATE performance on the majority of learning outcomes. Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Adequate: ADEQUATE performance on the majority of learning outcomes. Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Adequate (Minus): SOMEWHAT ADEQUATE performance on A NUMBER OF learning outcomes. Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on A FEW learning outcomes. Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: ALMOST BARELY SATISFACTORY performance on VERY FEW learning outcomes. Addresses the task inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.