

Course Outline Template

Introduction

The course outline template is provided as a checklist and form for teachers to use in preparing course catalog for inputting to the Chinese University Student Information System (CUSIS) for undergraduate and/or postgraduate courses and for preparing course outline for students. It gives a ‘road map’ or rationale to students about the purpose and structure of the course, and it explains to them how their learning performance in the course will be assessed and graded. It is important that course catalog and outline are consistent with the University’s teaching and learning policy. The 17 sections in a course outline are described below. Sections 1–10 are required in course catalog for course approval; these sections will be stored in CUSIS. Information in sections 11–17 should be provided each time a course is offered additional to sections 1 – 10. Please feel free to adapt this current template format, especially sections 11–17, to suit the needs of your course(s).

- | | |
|---|---|
| 1. Course code | 11. Course schedule |
| 2. English title | 12. Contact details for teacher(s) or teaching assistant (TA)(s) |
| 3. Chinese title | 13. Details of course website |
| 4. Course description | 14. Use of Artificial Intelligence (AI) tools in teaching, learning and assessments |
| 5. Learning outcomes | 15. Use of AI tools for grading and provision of feedback on student work |
| 6. Course syllabus | 16. Academic honesty and plagiarism |
| 7. Course components (Teaching modes and Learning activities) | 17. Guideline on sharing lecture recordings |
| 8. Assessment type, percentage and rubrics | |
| 9. Required and recommended readings | |
| 10. Feedback for evaluation | |

1–3. Course code, English title and Chinese title

Key points: Provide the basic information about the course code and name of your course at the beginning of the course outline.

Course Code:
ENGE2220/UG
ED2172

Title in English:
Existentialism
and Literature

Title in Chinese:

4. Course description

Key points: Explain concisely in your statement(s) what the course is about and how the overall course will support student learning in the discipline(s) of the programme. The purpose of a course description is to provide a holistic view of your course with coherent information for your students. It is useful to give details of the background of the subject:

Course description:

This course looks at the close relationship between existentialist philosophy and literature. Existentialism is a philosophical movement that focuses on human existence and the challenges of choice, freedom, and responsibility in the modern world. We will explore a variety of existentialist positions—including those of Kierkegaard, Nietzsche, Heidegger, Sartre, and de Beauvoir—to understand how existentialist thought constitutes an important intellectual context for many themes in modern literature, including authenticity, alienation, and anxiety. Authors to be discussed include Kafka, Dostoevsky, Ionesco, Camus, Beckett and others. Students interested in literary representations of the existential challenges of the human condition are welcome to attend this course.

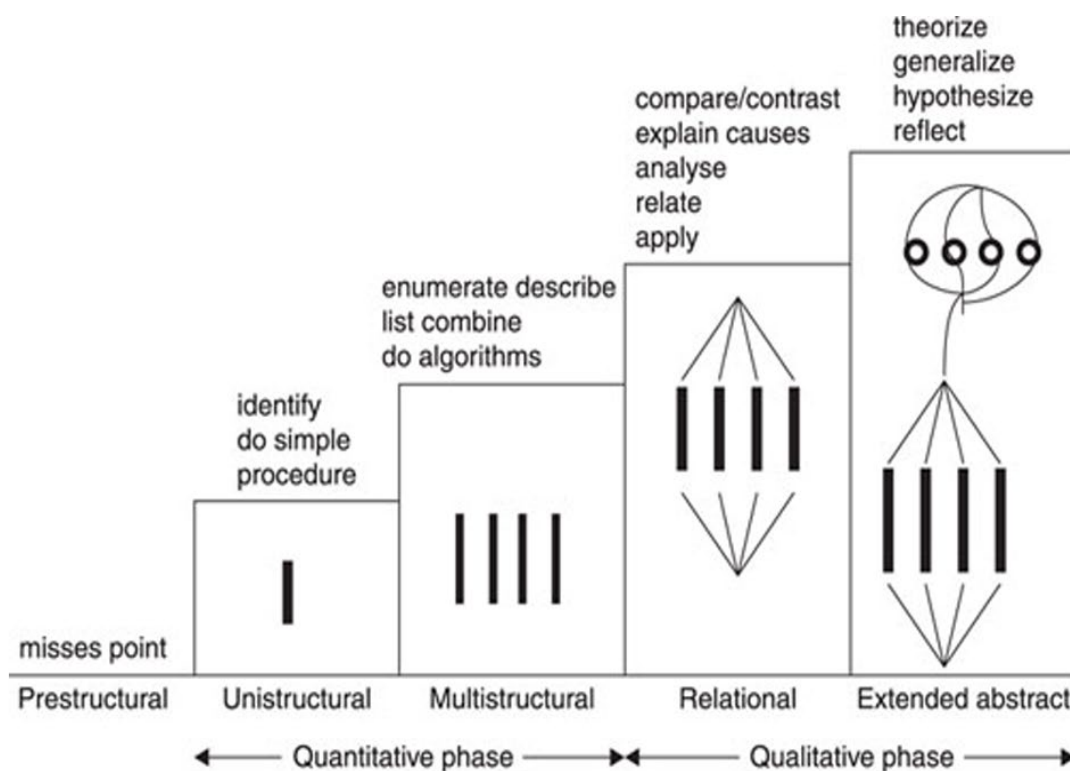
the prior knowledge the students should have, the overall aims of the course, and/or how the course relates to the other courses in the programme.

5. Learning outcomes

Although the term “learning outcome” is often used interchangeably with terms such as “learning objectives”, “educational objectives”, and “instructional objectives”, there are some differences that are worth mentioning. Learning outcomes are student-oriented, referring specifically to what students are expected to achieve or learn at the end of the course. Objectives are usually used to describe course design in terms of what teachers want to teach or how they view the course as contributing to the content areas covered by the entire programme. Teachers are encouraged to go over these learning outcomes with students in the first session of the course to manage their expectation of what they are going to learn in the course.

Key point: State clearly **what** you **expect/intend** students to **know and be able to do at the end of the course**. This is usually more helpful than stating what the teacher is planning to teach. Teachers can indicate different levels of students’ expected learning outcomes. The model below may be helpful in distinguishing basic and higher-order desired learning outcomes and formulating different levels of learning outcomes (after Biggs and Tang, 2011).

Biggs, John B and Catherine Tang. (2011). *Teaching for Quality Learning at University What the Student Does*. 4th ed. Buckingham: Society for Research into Higher Education.



Learning outcomes:

By the end of the course, students should be able to:

- analyze and synthesize some of the most distinct themes and concepts in the existentialist movement
- analyze and evaluate various approaches to reading existentialist themes in modern literature
- appreciate the importance, relevance, and value of existentialist themes in modern literature
- produce a well-reasoned critical essay

6. Course syllabus

Key point: Highlight the fundamental concepts involved in each topic in order to help students better understand what is and what is not covered in the course.

Topic	Contents/fundamental concepts
Week 1: Introduction to the course	Introduction to the course
Week 2: Introduction to Existentialism and Literature	Basic concepts of existentialism, historical context, the connections between existentialist thought and literary discourse
Week 3: Sartre	Freedom, choice, bad faith
Week 4: Camus	Absurdity, estrangement
Week 5: Heidegger and Kafka	Das Man, Authenticity, Death
Week 6: In-class exam 1	exam
Week 7: Nietzsche and Hesse	Eternal recurrence of the same, will to power
Week 8: Kierkegaard and Murakami	Indifference, boredom, commitment
Week 9: Dostoevsky, Frankl	Meaning and meaninglessness
Week 10: Auster and Harari	Storytelling and existentialism
Week 11: Heidegger and Tenn	Time and existence
Week 12: In-class exam 2	Exam
Week 13: Conclusion	Conclusion

7. Course components (Teaching modes and Learning activities)

Indicate the components of the course, including the teaching mode(s), teaching activities and percentage of time for each component / learning activity. Teaching modes may vary from onsite face-to-face, online synchronous, online asynchronous, mixed, blended to hybrid. Details of each mode are attached in **Appendix 1**. Examples of teaching activities include lecture, interactive tutorial, laboratory, lecture recordings, online exercises, field studies/field trips, etc.

Key point: Consideration should be taken into regarding “classroom contact hours” and “self-study hours” at course level. According to the University’s Policy on External Referencing to Hong Kong Qualifications Framework approved by the Senate, the ratio between contact hours and self-study hours is one classroom contact hour to 2 to 2.75 self-study hours. A 3-unit course would normally entail a total of around 39 hours of classroom contact hours and some 78 to 107 self-study hours, plus two to three hours of assessment, i.e. a student’s total learning hours for a 3-unit course should be 117 to 146.

Teaching Modes and Learning Activities	
On-site face-to-face (please specify if it is hybrid, i.e. some students will attend the activities elsewhere)	Percentage of time
<i>e.g. Lectures (hybrid yes/no)</i>	yes
<i>Interactive tutorial (hybrid yes/no)</i>	no
<i>Laboratory work (hybrid yes/no)</i>	no
.....	
Online synchronous	
<i>e.g. Lectures</i>	no
<i>Interactive tutorial</i>	no

Laboratory work	no
.....	
Online asynchronous	
e.g. Lecture recordings	no
Multimedia resources	yes
Assigned reading	yes
Online exercises	no
Discussion forum	no
.....	
Out-of-classroom	
e.g. field trip	no
...	

8. Assessment type, percentage and rubrics

Key point: If we consider assessment to be part of the learning activities in the course, then it is clear that assessment must be matched to the desired learning outcomes. You need to consider what and how the assessment tasks are able to help students achieve the desired learning outcomes. As far as possible, it is desirable to include assessment rubrics for the assessment tasks so that students are clear about the criteria of assessment and the performance standard for each grade.

Assessment type	Percentage
ASSESSMENT SCHEME	
The assessment for this course consists of three elements:	
A) Class preparation, weekly exercises, and participation: 30%	30%
B) In-class Test I: 35%	35%
C) In-class Test II: 35%	35%
<u>A) Class preparation, weekly exercises, and participation – 30%</u>	
In order to gain as much from the course as possible, it is essential that you recognize the value of preparing well and participating fully in class discussions. You will be assessed on the regularity and depth of your participation in class discussions, presentations, and weekly exercises. Therefore, the grade you receive will highlight the extent to which you contributed well-considered questions and responses to class discussion.	30%
<u>B) In-class Test I 35%</u>	
The first in-class test is based on text reading and theoretical application. The main purpose of the test is to evaluate students' understanding of the course content, texts, and ideas discussed in class.	35%
<u>C) In-class Test II 35%</u>	
The second in-class test is based on questions related to the course texts and topics covered prior to the exam. The main purpose of the test is to evaluate students' understanding of the course content, texts, and ideas discussed in class.	35%
Grade A / Excellent : Outstanding performance on <u>ALL</u> 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+ / Fair (Plus): VERY SATISFACTORY 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 / Fair : SATISFACTORY 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- / Fair (Minus): SOMEWHAT SATISFACTORY 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 : BARELY SATISFACTORY performance on a 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 (Minus): 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.	
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Assessment rubrics
TBA

9. Required and recommended readings

Key points: A well-structured set of learning resources should be provided to students. These are usually in the form of reading lists and references. They may also include sets of links to online resources and eBooks. It is often helpful to separate these resources into ones which are central to the content and desired learning outcomes of the course (required readings), and those which are related to extensions of areas of the course (recommended readings). One needs to be realistic about the amount of reading material students are likely to delve into. Overly long reading lists can be counter-productive and discourage students.

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REQUIRED READING

- Auster, Paul. "City of Glass." *The New York Trilogy* (1987). Penguin Books, 1987. 3-31.
- Camus, Albert. *The Myth of Sisyphus* (1942/excerpt). Penguin Books, 1979. 11-32, 107-111.
- Camus, Albert. *The Stranger* (1942/excerpt). Vintage, 1958. 135-154.
- Dostoevsky, Fyodor. *Notes from Underground* (1864/excerpt). W.W. Norton & Company, 2001. 1-26.
- Flynn, Thomas. "Philosophy as a Way of Life." *Existentialism: A Very Short Introduction*. Oxford University Press, 2006. 1-23.
- Frankl, Viktor E. *Man's Search for Meaning* (1946/excerpt). Robert C. Solomon, ed. *Existentialism*. 2nd ed. Oxford University Press, 2005. 353-358.
- Hesse, Hermann. *Steppenwolf* (1927/excerpt). Bantam, 1983. 3-14, 24-40.
- Kafka, Franz. "The Metamorphosis" (1915). *The Metamorphosis and Other Stories*. Oxford University Press, 2009. 29-74.

- Kierkegaard, Søren. *Either/Or, Fear and Trembling* (1843/excerpts). Robert C. Solomon, ed. *Existentialism*. 2nd ed. Oxford University Press, 2005. 8-17.
- Murakami, Haruki. "Barn Burning." *The Elephant Vanishes*. Vintage Books, 1993. 256-294.
- Nietzsche, Friedrich. "On Truth," "On the Will to Power," and "On Eternal Recurrence" (excerpts). Robert C. Solomon, ed. *Existentialism*. 2nd ed. Oxford University Press, 2005. 94-101.
- Sartre, Jean-Paul. "Existentialism is a Humanism" (1946/excerpt). Stephen Priest, *Jean-Paul Sartre: Basic Writings*. Routledge, 2001. 26-45.
- Tenn, William. "The Discovery of Morniel Mathaway." *Here Comes Civilization*. NESFA Press, 2001. 231-242.

RECOMMENDED READING/LECTURE EXAMPLES

- Arrabal, Fernando. *Picnic on the Battlefield* (1959/excerpt)
- Beauvoir, Simone de. *The Ethics of Ambiguity* (1949/excerpt). Robert C. Solomon, ed. *Existentialism*. 2nd ed. Oxford University Press, 2005. 292-295.
- Dostoevsky, Fyodor. "The Grand Inquisitor" (from *The Brothers Karamazov*/1880). Robert C. Solomon, ed. *Existentialism*. 2nd ed. Oxford University Press, 2005. 48-64.
- Harari, Yuval. "Life is not a Story." *21 Lessons for the 21st Century*. Jonathan Cape, 2018. 235-268.
- Heidegger, Martin. *Being and Time* (1927/excerpt). State University of New York Press, 1996.
- Heidegger, Martin. "Temporality and Historicity." *Being and Time* (1927). State University of New York Press, 1996. 341-369.
- Inwood, Michael. "Dasein." *Heidegger: A Very Short Introduction*. Oxford University Press, 2000. 20-30.
- Ionesco, Eugene. *Rhinoceros* (1959). *Rhinoceros and Other Plays*. Penguin, 2000.
- Malpas, Jeff. "Existentialism as literature." *The Cambridge Companion to Existentialism*. Ed. Steven Crowell. Cambridge University Press, 2012. 291-321.
- Sartre, Jean-Paul. *No Exit* (1946/excerpt). Robert C. Solomon, ed. *Existentialism*. 2nd ed. Oxford University Press, 2005. 246-251.
- Sartre, Jean-Paul. *Nausea* (1938/excerpt). Penguin, 2020.
- Film: *Badlands* (1973/dir. Terence Malick)
- Film: *The Stranger* (1967/dir. Luchino Visconti)
- Film: *The Seventh Seal* (1957/dir. Ingmar Bergman)
- Film: *Ikiru* (1952/dir. Akira Kurosawa)
- Film: *Everything Everywhere All at Once* (2022/dir. Daniel Scheinert, Daniel Kwan)
- Film: *Fight Club* (1999/dir. David Fincher)
- Film: *Groundhog Day* (1993/dir. Harold Ramis)
- Film: *Taxi Driver* (1976/dir. Martin Scorsese)
- Film: *Burning* (2018/dir. Lee Chang-dong)
- Film: *L'Avventura* (1960/dir. Michelangelo Antonioni)
- Film: *La Dolce Vita* (1960/dir. Federico Fellini)
- Film: *Jules et Jim* (1962/dir. Francois Truffaut)
- Film: *The Discreet Charm of the Bourgeoisie* (1972/dir. Luis Buñuel)
- Film: *The World* (2005/dir. Jia Zhangke)
- Film: *Asako I & II* (2018/dir. Ryūsuke Hamaguchi)
- Film: *Stalker* (1979/dir. Andrei Tarkovsky)
- Film: *La Jetée* (1962/dir. Chris Marker)
- Film: *Inception* (2010/dir. Christopher Nolan)
- Film: *Wheel of Fortune and Fantasy* (2021/dir. Ryūsuke Hamaguchi)

10. Feedback for evaluation

Key point: There are many forms of evaluation that you can use to generate feedback on the course and the classroom delivery from students such as questionnaires, and qualitative feedback from students through focus-group meetings or email exchanges. Teachers may encourage students to make use of the Early Feedback Collection System to share their feedback on individual classes in the middle of the semester. Planning to have a variety of evaluation strategies is more likely to ensure that valid, rich, and diagnostic information is received.

Feedback for evaluation:

Feedback on presentations, In-class exam 1, and In-class exam 2

11. Course schedule

Key point: A matrix is suggested as a good way to represent a course schedule including class, date, topic and requirements so that students can prepare their own learning before classes. It is useful to highlight important dates for students, including holidays, dates when assessments are due and/or dates of tests and examinations.

- **Week 1**
 - Topic: Introduction (syllabus, reading material, exam issues)
 - No Reading
- **Week 2**
 - Topic: Introduction to Existentialism and Literature
 - Required Reading:
 - Thomas Flynn, “Chapter 1: Philosophy as a way of life”
 - Recommended material/lecture examples:
 - Jeff Malpas, “Existentialism as literature”
- **Week 3**
 - Topic: Freedom, Choice, and Bad Faith
 - Required Reading:
 - Jean-Paul Sartre. “Existentialism is a Humanism”
 - Recommended material/lecture examples:
 - Film: *Badlands* (1973/dir. Terence Malick)
 - Simone de Beauvoir, *The Ethics of Ambiguity* (excerpt)
 - Jean-Paul Sartre. *No Exit* (excerpt)
 - Jean-Paul Sartre, *Nausea* (excerpt)
- **Week 4**
 - Topic: The Absurd Existence
 - Required Reading:
 - Albert Camus. *The Myth of Sisyphus* (excerpt)
 - Albert Camus, *The Stranger* (excerpt)
 - Recommended material/lecture examples:
 - Film: *The Stranger* (1967/dir. Luchino Visconti)
- **Week 5**
 - Topic: Das Man, Authenticity, and Death
 - Required Reading:
 - Franz Kafka, “The Metamorphosis”

- Recommended material/lecture examples:
 - Michael Inwood, “Dasein”
 - Martin Heidegger, *Being and Time* (excerpt)
 - Eugene Ionesco, *Rhinoceros*
 - Film: *The Seventh Seal* (1957/dir. Ingmar Bergman)
 - Film: *Ikiru* (1952/dir. Akira Kurosawa)
- **Week 6**
 - In-class Exam 1
 - No lecture/tutorial
- **Week 7**
 - Topic: Eternal Recurrence and the Will to Power
 - Required Reading:
 - Hermann Hesse, *Steppenwolf* (excerpt)
 - Friedrich Nietzsche, “On Truth,” “On the Will to Power,” and “On Eternal Recurrence” (excerpts)
 - Recommended material/lecture examples:
 - Film: *Everything Everywhere All at Once* (2022/dir. Daniel Scheinert, Daniel Kwan)
 - Film: *Fight Club* (1999/dir. David Fincher)
 - Film: *Groundhog Day* (1993/dir. Harold Ramis)
 - Film: *Taxi Driver* (1976/dir. Martin Scorsese)
- **Week 8**
 - Topic: Indifference, Boredom, and Commitment
 - Required Reading:
 - Haruki Murakami, “Barn Burning”
 - Søren Kierkegaard, *Either/Or, Fear and Trembling* (excerpts)
 - Recommended material/lecture examples:
 - Film: *Burning* (2018/dir. Lee Chang-dong)
 - Film: *L’Avventura* (1960/dir. Michelangelo Antonioni)
 - Film: *La Dolce Vita* (1960/dir. Federico Fellini)
 - Film: *Jules et Jim* (1962/dir. Francois Truffaut)
- **Week 9**
 - Topic: Meaning and Meaninglessness
 - Required Reading:
 - Fyodor Dostoevsky, *Notes from Underground* (excerpt)
 - Viktor E. Frankl, *Man’s Search for Meaning* (excerpt)
 - Recommended material/lecture examples:
 - Fernando Arrabal, *Picnic on the Battlefield* (excerpt)
 - Film: *The Discreet Charm of the Bourgeoisie* (1972/dir. Luis Buñuel)
- **Week 10**
 - Topic: Storytelling and Existentialism
 - Required Reading:
 - Paul Auster, “City of Glass” (excerpt/Chapters 1-3, pp.3-32)
 - Recommended material/lecture examples:
 - Yuval Harari, “Life is not a Story.”
 - Fyodor Dostoevsky, “The Grand Inquisitor”
 - Film: *The World* (2005/dir. Jia Zhangke)
 - Film: *Asako I & II* (2018/dir. Ryūsuke Hamaguchi)
 - Film: *Stalker* (1979/dir. Andrei Tarkovsky)

- **Week 11**
 - Topic: Time and Existence
 - Required Reading/Material:
 - William Tenn, “The Discovery of Morniel Mathaway”
 - Recommended material/lecture examples:
 - Martin Heidegger, “Temporality and Historicity”
 - Film: *La Jetée* (1962/dir. Chris Marker)
 - Film: *Inception* (2010/dir. Christopher Nolan)
 - Film: *Wheel of Fortune and Fantasy* (2021/dir. Ryusuke Hamaguchi)
- **Week 12**
 - In-class Exam 2
 - No lecture/tutorial
- **Week 13**
 - Topic: Course Summary & Conclusion

Class/week	Date	Topic	Requirements

12. Contact details for teacher(s) or TA(s)

Key point: Help students to easily locate your contact information. This information allows students to arrange for any consultation after classes or receive support in terms of learning and teaching from teachers, tutors and/or teaching assistants. It is better to put both the teachers’ and TAs’ contact details such as name, office location, phone number and email address.

Professor/Lecturer/Instructor:	
Name:	Eli Park Sorensen
Office Location:	315, 3F, Fung King Hey Bldg
Telephone:	39438550
Email:	eliparks@cuhk.edu.hk
Teaching Venue:	TBA
Website:	TBA
Other information:	TBA

Teaching Assistant/Tutor:	
Name:	TBA
Office Location:	TBA
Telephone:	TBA
Email:	TBA
Teaching Venue:	TBA
Other information:	TBA

13. Details of course website

Key point: Information concerning the accessibility of the course website (if it is available). This might be an open website or the Blackboard platform hosted by the University. Teachers should also demonstrate the site in class to familiarise students with the key functionalities.

TBA

14. Use of Artificial Intelligence (AI) tools in teaching, learning and assessments

Key point: AI tools have their pros and cons in teaching, learning and assessment. Teachers and students are encouraged to explore and take advantage of the benefits of adopting appropriate AI tools to enhance teaching and learning but be made aware of the possible risks at the same time.

CUHK has specified four approaches regarding the use of AI tools depending on the disciplinary needs, learning outcomes, pedagogical approach and design, and assessment means/schemes of different courses. According to the University's [Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessment](#), teachers are expected to include a section in their course outlines or learning activity/assessment guide on the AI approaches that are adopted in the courses concerned. Examples of information for each of the four AI use approaches to be included in the course outline are attached in **Appendix 2**. Teachers may include the information relevant to the AI use approach to be adopted in the course in the course outline.

For courses adopting Approaches 2 – 4, allowing students to use AI tools in a major assessment component (i.e. an assessment that counts towards 30% or above of the students' final grade) should be considered with care and requires prior approval of the Assessment Panel.

Teachers may refer to the following websites for more information about integrating AI tools in teaching, learning and assessment:

- [AI Hub@CUHK](https://www.cuhk.edu.hk/ai-hub/) <https://www.cuhk.edu.hk/ai-hub/>
- the CUHK Library website on AI in Education <https://libguides.lib.cuhk.edu.hk/c.php?g=917899&p=6975970>

Use of AI tools

(Teachers should include information relevant to the approach to be adopted in the course here)

Approach 1 - Prohibit all use of AI tools; or

Approach 2 - Use only with prior permission; or

Approach 3 - Use only with explicit acknowledgement; or

Approach 4 - Use is freely permitted without acknowledgement

15. Use of AI tools for grading and provision of feedback on student work

Key Point: Teachers may use AI tools for grading and providing feedback on student work. When doing so, the following guidelines should be noted:

- teachers using AI tools to grade and/or provide feedback on student work in a course should allow their students to make use of AI tools in the same course, i.e. adopt Approaches 2 – 4;
- for summative assessment tasks, teachers are not permitted to use AI tools to grade and/or provide feedback on them, except for closed-ended answers or solutions, irrespective of the approach adopted;
- for formative assessment tasks, teachers may use AI tools to assist them to grade and/or provide feedback on those tasks (including open-ended and close-ended answers or solutions) if they allow students to make use of AI tools in learning activities and/or assessments, i.e. adopt Approaches 2 – 4 for the course. Teachers should scrutinize the AI-generated outputs before finalizing the grades and/or feedback to be given to students;
- teachers should inform students in advance that trusted AI tools will be used to provide feedback on and/or grade student work;

- clear assessment rubrics should be provided to the AI tools to ensure the quality of the AI-generated feedback; and
- if teachers choose to adopt AI tools not supported by the University in grading and providing feedback, students' written consent will be required before their work is input to these tools.

Use of AI tools for grading and provision of feedback on student work (include this Section where applicable)

(If Approaches 2 to 4 are adopted)

- AI tools supported by the University will be used to grade and provide feedback on the following assignment(s) and assessment task(s):
- The following AI tools (list these tools where appropriate) will be used to grade and provide feedback on the following assignment(s) and assessment task(s):

You will be required to submit your written consent (*applicable to item (b) only*).

16. Academic honesty and plagiarism

Key point: Relevant information can be found via: <http://www.cuhk.edu.hk/policy/academichonesty/>. A course outline may also include subject-specific requirements on plagiarism. A statement to be included in a course outline can be constructed from the following paragraphs, depending on the nature of the assessment tasks.

In view of the potential challenges to upholding academic honesty in the development of AI tools, teachers are encouraged to remind students about academic honesty and plagiarism issues when adopting AI tools in their academic work.

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.

17. Guideline on sharing lecture recordings

Key point: When teachers share lecture recordings with students, it is important to remind students that the copyright of these recordings—produced by teachers, students, or peer note-takers—belongs to the University. Students should not share the recordings with others without obtaining prior written consent from the teachers concerned.

Guideline on sharing lecture recordings

Attention is drawn to the following:

- The copyright of any lecture recordings shared in the course, whether they are produced by teachers, students, or peer note-takers, belongs to the University.
- Students should not share these recordings with others without obtaining prior written consent from the teacher(s).

Teaching Modes for Courses in Taught Programmes at CUHK

1. On-site face-to-face

- The default teaching mode for all courses.
- Students attend on-site face-to-face classes conducted by teachers.
- A one-unit course represents one on-site face-to-face classroom contact hour per week.
- The course can be supported by use of online Learning Management Systems or platforms for the purpose of uploading of course materials or assignment/assessment submissions.
- It includes flipped classroom i.e., delivering a part of the course content and instruction via digital or online media, thus leaving more time for interactive activities in class, with no reduction in on-site face-to-face contact hours.
- If assessment in the form of examination is to be adopted, it should be conducted on-site with invigilation.

2. Online synchronous (or online face-to-face/remote face-to-face)

- In general, the arrangements are the same as on-site face-to-face mode, except that classes are conducted using video-conferencing tools like “Zoom” (the delivery mode adopted in Term 2 of 2019-20).
- A one-unit course represents one online face-to-face contact hour per week.
- It includes flipped classroom in which there is no reduction in online face-to-face contact hours.
- Videotaping of lectures should not be counted as face-to-face contact hours.
- If assessment in the form of examination is to be adopted, on-site examination with invigilation is preferred, except under very special circumstances.

3. Online asynchronous (or online course)

- All course materials will be posted online. The on-site or online face-to-face contact hour is replaced by video lectures or series of micro-modules.
- In general, there is no interaction between teachers and students.
- There could be reduction of contact hours, but students’ total learning hours (e.g. assigned readings) remain to be 117 – 146 hours for a 3-unit course.
- To enhance students’ learning, there should be online synchronous or on-site face-to-face tutorials as far as practicable.
- If assessment in the form of examination is to be adopted, on-site examination with invigilation is preferred, except under very special circumstances.

4. Mixed mode (teaching modes 1 + 2)

- In view of physical constraints, e.g., quarantine arrangement under the pandemic, or overseas internship courses, arrangement can be made so that some students attend on-site face-to-face lecture, while the other students of the same class attend online face-to-face lecture.
- There is no reduction on the on-site or online face-to-face contact hours.
- If assessment in the form of examination is to be adopted, on-site examination with invigilation is preferred, except under very special circumstances.

5. Blended mode (teaching modes 1 + 3, or 2 + 3)

- It refers to a combination of on-site face-to-face and online asynchronous teaching modes, *or* online synchronous and online asynchronous teaching modes.
- There could be not more than 75% reduction in on-site or online face-to-face contact hours. Otherwise, the course should be classified as an online asynchronous course.
- Students’ total learning hours (e.g. assigned readings) should remain to be 117 – 146 hours for a 3-unit

course.

- If assessment in the form of examination is to be adopted, on-site examination with invigilation is preferred, except under very special circumstances.

6. Hybrid mode (teaching modes 1 + 2 + 3)

- A combination of on-site face-to-face, online synchronous and online asynchronous teaching modes.
- There could be reduction of contact hours, but students' total learning hours (e.g. assigned readings) remain to be 117 – 146 hours for a 3-unit course.
- If assessment in the form of examination is to be adopted, on-site examination with invigilation is preferred, except under very special circumstances.

Extracted from the *Guidelines on Approval for Virtual Teaching and Learning Courses in Taught Programmes*

Examples of information for each of the four approaches on the use of AI tools to be included in the course outline**Approach 1 – Prohibit all use of AI tools**

In assessing the level of achievement of learning outcomes and students' performance, students are expected to produce their own work independently without any collaboration with the use of AI tools.

All use of AI tools is prohibited

In any kind of learning activity or assessment that will be counted towards the final course grades (or used for evaluating attainment of the desired learning outcomes), students are not allowed to submit work which is produced with the collaboration of or supported by the use of any AI tools (e.g. ChatGPT)*.

Improper/unauthorized use of AI tools in learning activities and assessments will constitute acts of academic dishonesty and will be handled according to the University's *Procedures for Handling Cases of Academic Dishonesty*.

In case of queries, students should seek advice from the course teacher.

* Teachers may add examples of AI tools relevant to their disciplines.

Approach 2 – Use only with prior permission

If teachers find it appropriate for students to use AI tools in some scenarios or some learning activities and / or assessments but not in others, students should be clearly informed of (1) which AI tools are allowed; (2) when, how and why these tools can / cannot be used; and (3) how the tools should be cited and acknowledged. Students should be helped to understand the appropriate uses of these tools and the limits of such usage.

Use of some AI tools is allowed

Students may use some AI tools in some learning activities and/or assessments on the following conditions:

1. The AI tools to be used are restricted to the following tools: (*Specify the AI tools that are allowed. Teachers may also specify which AI tools are not allowed*) ;
2. The specified AI tools will only be allowed for the following types of learning activities and/or assessments: (*Specify the learning activities and/or assessments*)
3. Collaboration of AI tools is only allowed for the following purposes/tasks: (*Specify the purposes/tasks for which the AI tools can be used or used with certain restrictions, if any*);
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.

In case of queries, students should seek advice from the course teacher.

Acknowledging support from AI tools

Students are required to acknowledge all functional uses of an 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 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.

Improper/unauthorized use of AI tools in learning activities and assessments will constitute acts of academic dishonesty which will be handled in accordance with the University's *Procedures for Handling Cases of Academic Dishonesty*.

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

Approach 3 - Use only with explicit acknowledgement

In courses where students are allowed or expected to collaborate with or use AI tools for learning activities and / or assessments, students should be reminded to make explicit acknowledgement of the use of these tools. Teachers may show students examples regarding how to acknowledge and make citations. Students should also be helped to understand the appropriate uses of these tools and the limits of such usage.

Use of AI tools is allowed with explicit acknowledgement and proper citation

Students may use some AI tools in some learning activities and/or assessments on the condition that they make explicit acknowledgement and proper citations of the input from AI tools.

Acknowledging support from AI tools

Students are required to acknowledge all functional uses of an 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.).

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"[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.

Improper/unauthorized use of AI tools in learning activities and assessments will constitute acts of academic dishonesty which will be handled in accordance with the University's *Procedures for Handling Cases of Academic Dishonesty*.

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

Approach 4 – Use of AI tools is freely permitted without acknowledgement

In courses where students are allowed or expected to frequently collaborate with or use AI tools when engaging in learning activities and/or assessments, teachers may decide that students are not required to acknowledge and cite explicitly the use of these tools. Details on which AI tools are to be used should be stated clearly in the course outline. Students should also be reminded of the limitations and appropriate uses of these tools.

Use of some AI tools is allowed with no acknowledgement

Students may use the following AI tools in some learning activities and/or assessments: (*Specify the AI tools that are allowed*).

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

Improper/unauthorized use of AI tools in learning activities and assessments will constitute acts of academic dishonesty which will be handled in accordance with the University's *Procedures for Handling Cases of Academic Dishonesty*.