

ENGE1000 English Studies: Thinking Creatively in a Global Language

Instructors

English Literary Studies

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Applied English Linguistics

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Course Description

As artificial intelligence and machine learning reshape the learning and jobs landscape, how to be “robot-proof” and thrive in fast-changing socioeconomic spheres?

It is not enough to regurgitate information. We need transferable social and emotional skills to become creative and compassionate innovators and problem solvers. Responding to the challenges and possibilities posed by digital writing tools powered by machine-learning-based language models, such as Open AI’s Generative Pretrained Transformer (GPT), the English Literary Studies (ELS) unit explores the relationship between agency, meaning, and creativity. We will draw inspiration from major movements of experimental literature and their practitioners. In the setting of a writing lab, we will experiment with a range of compositional methods to rethink our use of language and expand the potentials of literature. In this game-play collaborative learning community, you will design a set of literature games that engender new understandings of human creative abilities.

The Applied English Linguistics unit explores a wide range of linguistic and cultural phenomena. From a linguistic perspective, we will examine the ways in which language is structured and used creatively for different purposes in both local and global contexts. From a cultural perspective, we will investigate how different texts and media are part of how we construct and negotiate our evolving sense of self, as well as the world around us.

Learning Outcomes

Having successfully completed this course you shall be able to:

- gain an introductory understanding of the discipline of English language and the focus of its sub-areas
- describe how language and literature express individual and human values within a sociocultural context
- synthesize information and ideas drawn from various sources, and provide critical personal response to language phenomena and narratives
- develop critical-thinking and problem-solving skills essential for academic and lifelong success
- assemble idea development, organization, and research strategies
- express ideas with clarity, coherence, creativity, and fluency in both written and oral communication

Course Syllabus

Topic	Contents/ fundamental concepts
<i>English Literary Studies</i>	
Historical and cultural developments of experimental literature	The avant-garde, Surrealism, Dadaism, Oulipo
Nature of creativity	Collaboration, chance, appropriation, constraint, the algorithmic
Game design	Rules, instructions, relationality, form, function

<i>Applied English Linguistics</i>	
Language and emotion	Emotions & L2 learning and use
Language, culture, and identity	Language, identity, and intercultural learning
Language and crisis communication	Individual and collective identities in crisis communication
Language and professional communication	Professional discourse; the construction of professional identity
Language and technology	The linguistics of the internet

Course Components

English Literary Studies

Lectures: 2 hours per week

Tutorials: 1 hour per week

Communication outside the classroom: Blackboard (CUHK e-learning platform)

Applied English Linguistics

Lectures: 2 hours per week

Tutorials: 1 hour per week

Communication outside the classroom: Blackboard (CUHK e-learning platform)

Assessment

Assessment type	Percentage
<i>English Literary Studies</i>	
Lecture and tutorial attendance and participation	10%
Pitching Day presentation	15%
Creation proposal	25%
<i>Applied English Linguistics</i>	
Lecture and tutorial attendance and participation	10%
Critique of research article	20%
Personal narrative	20%

Assessment rubrics

See materials on Blackboard

Please refer to “Appendix A” for “Grade Descriptors”

Required and Recommended Readings

English Literary Studies

Required readings (available on Blackboard)

Recommended readings:

Bray, J., Gibbons, A. and McHale, B. (eds), *The Routledge Companion to Experimental Literature* (available on Blackboard)

Du Sautoy, Marcus. *The Creativity Code: How AI is Learning to Write, Paint and Think* (available at University Library)

Applied English Linguistics

There is no required textbook for this course. Selected readings will be made available on Blackboard.

Recommended materials:

Chapelle, C. A. (Ed.). (2013). *The encyclopedia of applied linguistics*. Wiley-Blackwell.

Simpson, J. (Ed.). (2011). *The Routledge handbook of applied linguistics*. Routledge.

Feedback for Evaluation

Students are welcome to offer feedback on the course at any time during the course. Students will provide formal feedback by completing the University's Course Evaluations at the end of the semester.

Course Schedule (Subject to Change)

Class/week	Topic
1	ELS & AEL Course Introduction
2	Cracking the Creativity Code
3	Writing Lab: Collaboration
4	Writing Lab: Chance
5	Writing Lab: Constraint
6	Pitching Day
7	Tabling Day
8	Introducing Applied Linguistics
9	Language and Emotion
10	Language, Culture, and Identity
11	Language and Crisis Communication
12	Language and Professional Communication
13	Language and Technology

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

ELS Unit Instructor	
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AEL Unit Instructor	
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TAs: TBA

Details of Course Website

Announcements and course materials will be posted on Blackboard regularly. **Please check Blackboard at least once a week.**

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.

Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

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 assignments and assessment tasks.

For assignments and assessment tasks that count towards the final course grades, students are not allowed to submit work which is produced with the collaboration of or supported by the use of any generative AI tools (e.g. ChatGPT)*.

Any breach of the regulations will be considered an act 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.

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+ / 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 (Plus): BARELY SATISFACTORY performance on A FEW learning outcomes.

Addresses the course 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 course 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 course and likely does not understand what the course requires. In other words, the work completely misses the point.