ENGE 1000 English Studies: Thinking Creatively in a Global Language

ENGE 1000A
Tuesdays 2:30-4:15 pm
YIA LT7

Course Outline

1. Course overview

Creative use of language is one of the abilities that distinguish us as human beings. This creativity can be observed in English literature and in our everyday language use. This course aims at enabling students to appreciate the creative use of English by introducing them to well-known literary works and everyday materials, such as movie clips, songs, and advertisements. This course also explores how language influences and shapes such things as, our conceptualization, our emotions, our sense of humour, our experience of technology, and our membership to society.

The course consists of two parts: one focusing on literature and the other on linguistics. In the literature module, students will learn the various effects of creative use of English by reading poetry, drama, and fiction. All the reading texts are carefully chosen to help students enjoy the reading of English literature. In the linguistics module, students will study how language is structured and used creatively for a wide range of purposes and settings.

2. Learning outcomes

This course will enable students to:

- discover what it is like to study literature and linguistics
- learn basic literary and linguistic concepts
- appreciate the beauty and fun of creative language use
- have a taste of the classics in English literature
- heighten their interest in the English linguistics
- understand language use in different contexts through linguistic concepts
- gain introductory knowledge of topics and trends in applied linguistics
- use the global language creatively

3. Assessment Scheme

English Literary Studies (ELS)		
Creative writing	Students will write a short poem from a suggested range of themes.	15%
Text analysis	Students will write an 800-word analysis on an excerpted text.	25%
Lecture attendance and tutorial participation	Students are expected to attend all the lectures and participate actively in tutorials.	10%
Applied English Linguistics (AEL)		
Article review	Each student writes a 400-word review about a linguistic journal article discussed in class.	15%
Personal narrative	Each student can choose to either: write **an essay of about 800 words** on his or her personal experience with language use in local and/or global context(s). **OR** Make a **3-5min video** that documents his or her personal experience with language use in local and/or global context(s).	30%
Attendance & Tutorial participation	Students will be assessed on how actively they participate in and how prepared they are for the tutorial activities.	5%

4. Reading materials
ELS:
Poems and song lyrics: "Sonnet 130", by William Shakespeare
"The Road not Taken", by Robert Frost
"Ozymandias", by Percy Bysshe Shelley
"To Autumn", by John Keats
"Blowing in the Wind", by Bob Dylan
"A Brave and Startling Truth", by Maya Angelou

Short stories: "A Clean, Well-lighted Place" by Ernest Hemingway
"The Theme of the Traitor and the Hero" by Jorge Luis Borges
"Boys and Girls" by Alice Munro

Play: Excerpts from *Hamlet*, by William Shakespeare

AEL:
Barton, D. & Lee, C. (2013). "Hello!Bonjour!Ciao!Hola!Guten Tag!: Deploying Linguistic Resources Online". In Language Online:Investigating Digital Texts and Practices. London: Routledge.

Boroditsky, L. (2011). How languages construct time. In S. Dehaene & E. M. Brannon (Eds.), Space, time, and number in the brain (pp. 333-341). Amsterdam: Academic Press.

Crystal, D. (2012). "The future of global English". In English as a global language (pp. 123-191). New York: Cambridge University Press

Grabe, W. P. (2012). Applied Linguistics: A Twenty-First-Century Discipline. In The Oxford Handbook of Applied Linguistics, (2 Ed.) Oxford University Press. https://doi.org/10.1093/oxfordhb/9780195384253.013.0002.

Lakoff, G. & Johnson, M. (2003). Metaphors We Live By. Chicago: University of Chicago Press.

Mansfield, G. (2014). Mind the gap between form and function. Teaching pragmatics with the British sitcom in the foreign language classroom. Language Learning in Higher Education, 3(2),373-379.

Schmitt, N. (Ed.). (2010). "An Overview of Applied Linguistics". In An Introduction to Applied Linguistics (2nd ed.). London: Hodder Education.

5. Course Schedule

Lecture	Lecture Topics/Contents	Reading
1	Course introduction	
2	An overview of Applied English Linguistics	Schmitt & Celce-Murcia (2010) Ch 1; Grabe (2010)
3	Futures of global Englishes and English as a global language	Crystal (2012)
4	Language and the Internet (*Conference Leave)*	Barton & Lee (2013)
5	Teaching pragmatics through sitcom	Mansfield (2014)
6	Metaphor in language use	Lakoff (2003)
7	Language and thought: About time	Boroditsky (2011)
8	The common art of literature	"Sonnet 130" "The Road Not Taken"

9	Tropes, sounds, and forms	"Ozymandias" "To Autumn"
10	Voices of our time	"Blowing in the Wind" "A Brave and Startling Truth"
11	All sorts of stories 1 In-class quiz	"A Clean, Well-lighted Place"
12	All sorts of stories 2	"The Theme of the Traitor and the Hero" "Boys and Girls"
13	A bit dramatic	Excerpt from *Hamlet*

6. Contact details for teacher(s)

Lecturer	
Name:	Dr. Flora Mak
Office Location:	TBC
Email:	kayumak@cuhk.edu.hk

Lecturer	
Name:	Dr. Ivy Wong
Office Location:	TBC

Email:	manhowong@cuhk.edu.hk

Teaching Assistant/Tutor:	
Name:	
Email:	

Teaching Assistant/Tutor:	
Name:	
Email:	

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. For group projects, all students of the same group should be asked to sign the declaration.

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. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

ENGE 1000 English Studies: Thinking Creatively a Global Language

ENGE 1000B
Thursdays 2:30-4:15 pm
YIA LT7

Course Outline

1. Course overview

Creative use of language is one of the abilities that distinguish us as human beings. This creativity can be observed in English literature and in our everyday language use. This course aims at enabling students to appreciate the creative use of English by introducing them to well-known literary works and everyday materials, such as movie clips, songs, and advertisements. This course also explores how language influences and shapes such things as, our conceptualization, our emotions, our sense of humour, our experience of technology, and our membership to society.

The course consists of two parts: one focusing on literature and the other on linguistics. In the literature module, students will learn the various effects of creative use of English by reading poetry, drama and fiction. All the reading texts are carefully chosen to help students enjoy the reading of English literature. In the linguistics module, students will study how language is structured and used creatively for a wide range of purposes and settings.

2. Learning outcomes

This course will enable students to:

- discover what it is like to study literature and linguistics
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3. Assessment Scheme

English Literary Studies (ELS)		
Creative writing	Students will write a short poem from a suggested range of themes.	15%
Text analysis	Students will write an 800-word analysis on an excerpted text.	25%
Lecture attendance and tutorial participation	Students are expected to attend all the lectures and participate actively in tutorials.	10%
Applied English Linguistics (AEL)		
Article review	Each student writes a 400-word review about a linguistic journal article discussed in class.	15%
Personal narrative	Each student can choose to either: write **an essay of about 800 words** on his or her personal experience with language use in local and/or global context(s). **OR** Make a **3-5min video** that documents his or her personal experience with language use in local and/or global context(s).	30%
Attendance & Tutorial participation	Students will be assessed on how actively they participate in and how prepared they are for the tutorial activities.	5%

4. Reading materials

ELS:

Poems and song lyrics: "Sonnet 130", by William Shakespeare

"The Road not Taken", by Robert Frost

"Ozymandias", by Percy Bysshe Shelley

"To Autumn", by John Keats

"Blowing in the Wind", by Bob Dylan

"A Brave and Startling Truth", by Maya Angelou

Short stories: "A Clean, Well-lighted Place" by Ernest Hemingway

"The Theme of the Traitor and the Hero" by Jorge Luis Borges

"Boys and Girls" by Alice Munro

Play: Excerpts from *Hamlet*, by William Shakespeare

AEL:

Barton, D. & Lee, C. (2013). "Hello!Bonjour!Ciao!Hola!Guten Tag!: Deploying Linguistic Resources Online". In Language Online:Investigating Digital Texts and Practices. London: Routledge.

Boroditsky, L. (2011). How languages construct time. In S. Dehaene & E. M. Brannon (Eds.), Space, time, and number in the brain (pp. 333-341). Amsterdam: Academic Press.

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Grabe, W. P. (2012). Applied Linguistics: A Twenty-First-Century Discipline. In The Oxford Handbook of Applied Linguistics, (2 Ed.) Oxford University Press. https://doi.org/10.1093/oxfordhb/9780195384253.013.0002.

Lakoff, G. & Johnson, M. (2003). Metaphors We Live By. Chicago: University of Chicago Press.

Mansfield, G. (2014). Mind the gap between form and function. Teaching pragmatics with the British sitcom in the foreign language classroom. Language Learning in Higher Education, 3(2),373-379.

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7	Language and thought: About time	Boroditsky (2011)
8	The common art of literature	"Sonnet 130" "The Road Not Taken"
9	Tropes, sounds, and forms	"Ozymandias" "To Autumn"

10	Voices of our time	"Blowing in the Wind" "A Brave and Startling Truth"
11	All sorts of stories 1	"A Clean, Well-lighted Place"
12	All sorts of stories 2	"The Theme of the Traitor and the Hero" "Boys and Girls"
13	A bit dramatic	Excerpt from *Hamlet*

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

Grade B / Good: <u>SUBSTANTIAL</u> performance on all learning outcomes, OR <u>SUBSTANTIAL</u> 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 <u>MORE COMPREHENSIVE</u> manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): <u>GOOD</u> performance on all learning outcomes, OR <u>GOOD</u> 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 <u>COMPREHENSIVE</u> manner that would sufficiently fulfill the normal expectations at this level.

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

Grade C / Fair: <u>SATISFACTORY</u> 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): <u>SOMEWHAT SATISFACTORY</u> performance on <u>A NUMBER OF</u> learning outcomes.
Demonstrates the ability to <u>SOMEWHAT</u> apply the principles or skills learned in the course in a manner that would meet the <u>BARE</u> basic requirement at this level.

Grade D+ / Pass (Plus): <u>BARELY SATISFACTORY</u> performance on <u>A FEW</u> 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: <u>ALMOST BARELY</u> satisfactory performance on <u>VERY FEW</u> learning outcomes.
Addresses the course inadequately by meeting the basic requirement at this level only in <u>very few</u> areas while responding <u>very</u> 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.