offered by Department of Linguistics and Translation
with effect from Semester A 2018 /19

Part I   Course Overview

Course Title: Language in Art, Invention and Inspiration

Course Code: GE3108

Course Duration: One semester

Credit Units: 3

Level: B3

Proposed Area:
(for GE courses only)

☑ Arts and Humanities

☐ Study of Societies, Social and Business Organizations

☐ Science and Technology

**Medium of
Instruction:**   English

**Medium of
Assessment:**   English

Prerequisites:
(Course Code and Title)   Nil

Precursors:
(Course Code and Title)   Nil

Equivalent Courses:
(Course Code and Title)   Nil

Exclusive Courses:
(Course Code and Title)   Nil

Part II   Course Details

1.   Abstract
(A 150-word description about the course)

Over the course of history, as the need has arisen for new ways to talk about the world experienced around us and in us, humankind has relied on the power of language to creatively go where no language has gone before, as evidenced in our literature, and the discourses of science, religion and politics. The great works of poets, novelists, dramatists, e.g. Robert Frost, Cormac McCarthy, J.B. Priestley, draw on the same resources of language available to us all, but thanks to their creative crafting, their works have achieved recognition as being examples of verbal art.   Scientific theorizing would not be possible except by means of the meaning-making power in language to turn our common-sense view of experience as dynamic happenings into a metaphorical world of static things which can be observed, investigated and explained.   Religious language has the potential to inspire, whether through sermons, hymns, prayers or other sacred texts.   Political discourse has led humankind to and away from the brink of war. This course dissects examples of poetry and plays, as well as scientific, religious and political discourse to discover what is going on in the language of art, invention and inspiration.

2.   Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs[#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Develop a critical awareness of the language resources enabling creativity and knowledge construction		√		
2.	Apply text analysis techniques to recognize use of language resources enabling creativity and knowledge construction			√	
3.	Hands-on experience with dissecting example texts employing language resources enabling creativity and knowledge construction			√	√
	* If weighting is assigned to CILOs, they should add up to 100%.	100%			

 # Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1:   *Attitude*
 Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2:   *Ability*
 Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3:   *Accomplishments*
 Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3		
Lecture	Fundamentals of language resources enabling creativity and knowledge construction	√	√	√		2
Supervised participation in online chat group discussion	Discussion of basic concepts and application of text analysis techniques for recognizing language resources enabling creativity and knowledge construction		√	√		1

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3				
Continuous Assessment: 60 %							
Midterm test	√	√	√			20	
Term paper (1000-1200 words)	√	√	√			20	Commenting on the use of language in a particular text, which may be literary, technical/scientific, religious, or political in nature.
Participation in supervised online chat group discussion on assigned topics	√	√	√			20	Engaging in group chat/ discussion via Canvas
Examination: _40__% (duration: 2 hours , if applicable)							
*The weightings should add up to 100%.						100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Midterm 2. Participation in supervised online chat group discussion on assigned topics and exercises. 3. Examination	Understanding of fundamental concepts related to the discussion of linguistics resources enabling creativity and knowledge construction	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Term paper	Ability to dissect example texts and critically evaluate use of language resources for enabling creativity and knowledge construction					

Part III   Other Information (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**
   (An indication of the key topics of the course.)

   Weeks 1-2

       Three histories: critical steps in the evolution of meaning

   - A child's history
   - A language's history
   - A text's history

   Week 3

       What is metaphor?

   Week 4

       Verbal Art

   - Poetry: Edwin Thumboo's *A poet reading*
   - Drama: J.B. Priestley's *An Inspector Calls*

   Week 5

       Verbal Science: Newton's *Opticks*

   Week 6 – Midterm Test

   Week 7-8

   - Verbal Art in Scientific discourse: Darwin's *Origin of Species*
   - Science in Verbal Art: Tennyson's *In Memoriam*

   Week 9-10

   - Verbal Art in Religious discourse: The *Psalms*
   - Religion in Verbal Art: Cormac McCarthy's *Sunset Limited*

   Week 11-12

   - Verbal Art in Political discourse – Churchill's war-time speeches
   - Politics in Verbal Art – Langston Hughes *Let America be America Again*

   Week 13 – The future of language and knowledge

2. **Reading List**

2.1 **Compulsory Readings**
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Targeted readings including poetry, drama, scientific texts, political speeches, etc. as identified in course syllabus – see III.1 above.
…	

2.2 **Additional Readings**
   (Additional references for students to learn to expand their knowledge about the subject.)

1.	Webster, J. (Ed.) (2009). Volumes 2, 5, 7, 8 of The Collected Works of M.A.K. Halliday (Bloomsbury)
2.	Webster, J. (2015). *Understanding Verbal Art: A Functional Linguistic Approach* (Springer)
3.	Hasan, R. (1989). *Linguistics, Language and Verbal Art* (Oxford University Press)
4,	Lukin, A. *(Forthcoming). War and its ideologies: A social-semiotic theory and description* (Springer)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	**Please indicate which CILO(s) is/are related to this PILO, if any** *(can be more than one CILOs in each PILO)*
PILO 1: Demonstrate the capacity for self-directed learning	nil
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	1
PILO 3: Demonstrate critical thinking skills	2,3
PILO 4: Interpret information and numerical data	2,3
PILO 5: Produce structured, well-organised and fluent text	1,3
PILO 6: Demonstrate effective oral communication skills	nil
PILO 7: Demonstrate an ability to work effectively in a team	2
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	1-3
PILO 9: Value ethical and socially responsible actions	1-3
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	3

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Examination