HONG KONG BAPTIST UNIVERSITY
COURSE OUTLINE

1. ## COURSE TITLE

   English, Creativity, and Cultures

2. ## COURSE CODE

   ENGL1005

3. ## NO. OF UNITS

   3 Units

4. ## OFFERING DEPARTMENT

   Department of English Language and Literature

5. ## PREREQUISITES

   Nil

6. ## MEDIUM OF INSTRUCTION

   English

7. ## AIMS & OBJECTIVES

   1) To examine the changing nature of language, and how creativity forms and transforms the English language and different cultures in English;
   2) To question and challenge students' perceptions of language, culture and creativity;
   3) To reflect on how creativity has played a role in the production of literary and everyday texts; and
   4) To lay a foundation* for linguistic and literary and cultural studies in Hong Kong.

   *This foundational course is neither an introduction to literature nor an introduction to Linguistics; it's a broad spectrum introduction to the English department and to creative criticism and production both without and within Hong Kong.

8. ## COURSE CONTENT

   I. The changing nature of language and the (re-)formation of diverse cultures in English;
   II. Creative literary texts - and devices including figurative language, sound devices, symbolism, irony, character, setting, plot, tone, theme, reliability, point of view;
   III. Nature and functions of creativity in everyday life, including word puns, abbreviations,

humor, jokes, the cooperative principle, defiance, revolution;

IV. Case studies: creativity and the English language, its lexical items, sentence structures, social media; and

V. Innovative language in the production of gender, race, the social, and the ideological in terms of cultural containment and subversion.

9. COURSE INTENDED LEARNING OUTCOMES (CILOs)

CILO	By the end of the course, students should be able to:
CILO 1	Distinguish creativity in everyday life such as word puns, jokes, humour, abbreviation, cooperative principle
CILO 2	Analyze creative literary devices such as figurative language, sound devices, point of view, irony, symbolism, and assess the deployment of these devices in genres like film, drama, poetry, comics, and non-fiction
CILO 3	Assess the creative use of codes (such as code-mixing, mixing of visual and verbal codes) in film, drama, poetry, fiction, comics and non-fiction
CILO 4	Evaluate how innovative language is used in different genres such as songs, commercials, poetry, plays, hypertext fiction, short stories, and non-fiction
CILO 5	Distinguish basic literary and linguistic concepts that are essential to further studies in literature, linguistics, and cultural studies

10. TEACHING & LEARNING ACTIVITIES (TLAs)

CILO alignment	Type of TLA
CILO 1	- Play an active role in lectures given on creativity and different English cultures - Give examples to demonstrate their understanding of concepts such as word puns, jokes, humour, abbreviations, cooperative principle - Work in teams and search for literary and linguistic data related to word puns, jokes, humour, abbreviation, cooperative principle - Learn how to classify and analyze data from different types of literary texts (novels, graphic novels, hypertexts) and media sources (commercials, newspapers, TV broadcasts, the internet) - Draw examples from their data and produce well-supported explanations to highlight how different cultures perceive creativity and language change - Give informal and/or formal oral and written presentations to report their findings
CILO 2	- Follow hands-on instructions on how to identify creative literary devices such as figurative language, sound devices, point of view, irony, symbolism - Read selected literary texts and analyze these in class and in online assignments - Do a group project and search the works of selected writers and look for variations in creative literary devices used in film, drama, poetry, fiction,

	and non-fiction - Write an essay, blog, and/or give an oral presentation on the power of culture, and judge why some cultures allow writers to experiment with language in certain ways and not in others
CILO 3	- Work in groups and collect examples of code-mixing, and mixing of visual and verbal codes from the media (newspaper and the Internet) and from literary sources (such as film, drama, poetry, fiction, and non-fiction) - Give tutorial presentations on the roles of creative code-mixing in Hong Kong culture, and discuss their meanings and implications in small groups - Formulate critical opinions and perform writing tasks to assess how different cultures encourage or discourage the creative use of code-mixing, mixing of visual and verbal codes in literary work, the media, and film
CILO 4	- Work in teams and search the library catalogue and the internet to collect a corpus which includes songs, commercials, poetry, plays, hypertext fiction, short stories, and non-fiction - Identify the use of innovative language in these different narratives - Chart and classify how generic differences lead to (un)expected changes in innovative expressions - Present research findings in class and generate follow-up online discussions on the BU Moodle forum
CILO 5	- Do quizzes and short in-class exercises to demonstrate knowledge of basic literary and linguistic concepts - Write a research paper highlighting the creative elements in a selected piece, and analyze the piece using literary and linguistic concepts, considering the present Hong Kong cultural context

11. **ASSESSMENT METHODS (AMs)**

Type of Assessment Methods	Weighting	CILOs to be addressed	Description of Assessment Tasks
Literature Coursework and Language Coursework	60 %	1, 2, 3, 4, 5	Coursework under the direction of each individual co-instructor, may consist of short and/or long papers, reports, class assignments, oral presentations, quizzes, a term paper, and projects to enhance the understanding of classroom content. Students will be graded on their knowledge of basic literary and linguistic concepts used in different kinds of creative narratives, and their evaluation on the connection between creativity and culture in terms of language use, often vis-a-vis the Hong Kong context.

Literature Short Term Essay and Language Short Term Essay	40 %	2, 3, 4	Each of the two short essays will test student ability to identify literary and linguistic concepts used in different texts, the analysis of creative devices used in different genres, and their reflective and critical evaluation of the links between culture and creativity. Students, for each short essay, will be evaluated on knowledge, thinking, analytical ability, organization, usage, reflexivity, and grammar.

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