

Course Title	Working with AI to Improve Communication
Course Code	LUE3006
Recommended Study Year	2-4
No. of Credits/Term	3
Mode of Tuition	Lectures plus tutorials
Class Contact Hours	1-hour lecture plus 2-hour tutorial per week
Category	ELE Elective
Discipline	-
Prerequisite(s)	LUE1002
Co-requisite(s)	NIL
Exclusion(s)	NIL
Exemption	NIL
Requirement(s)	

Brief Course Description

The course will enable students to examine text which is produced by Artificial Intelligence (AI), evaluate the strengths and weaknesses of the text from a disciplined, theory led perspective, and edit it accordingly. This will result in producing text which is more effective, persuasive and communicative.

The ubiquity of AI grows within the university campus and beyond, so does the importance of users developing AI literacies. One important area of AI literacy is the ability to evaluate the output of AI in a critical and informed way. It also involves developing an understanding of the practical and ethical constraints of using AI in different academic and professional contexts. This course will equip students with the ability to analyse and improve the linguistic output of Generative AI through a number of theoretical lenses. It will also cover some ethical, professional and societal impacts of the technology.

Aims

This course will enable students to

- understand the development and use of AI in society.
- appreciate some of the key ethical issues raised by individuals and organizational usage of AI in communication.
- understand some theories of language analysis and how these can apply to AI generated text.
- identify linguistic shortcomings of the output of AI and implement improvements

Learning Outcomes

On completion of the course, students will be able to:

1. analyze AI output through the lens of various linguistic theories, evaluating the effectiveness of the generated text.
2. describe and employ linguistic theories which can be applied to AI generated text in order to analyse AI output.
3. apply linguistic theories in order to improve AI generated text.
4. articulate and critically evaluate ethical issues related to AI use in communication, reaching reasoned and informed conclusions in diverse contexts.
5. reflect on and assess the appropriateness of AI use in different social contexts, considering the implications for communication practices and societal norms.

Indicative Contents

What is AI?

- Understanding definitions, history and forms of AI
- AI ubiquity

Online translation (OT)

- History of OT
- Use of OT in language learning
- (In) abilities of OT

Frameworks for assessing language- I – Computer analysis

- Analyzing language using various tools such as vocabulary profiles
- The application of this to AI output

Frameworks for assessing language II- Systemic Functional Linguistics

- Examining AI through the use of metafunctions
- Frameworks for analyzing language pragmatics
- Examining AI through the use of politeness theory

Frameworks for analyzing language: agency, evaluation and ideology

- Examining AI through the use of critical discourse tools

Frameworks for assessing language III - metadiscourse

- Examining AI through the use of metadiscourse

AI in academic communication I

- Using AI for research and information gathering. Critiquing AI support

AI in academic communication II

- Using AI for producing Academic text.
- Critiquing AI output
- Genre theory and AI

AI in professional communication (I)

- Using AI for writing documents and correspondence
- Critiquing AI output

AI in professional communication (II)

- Using AI for professional spoken communication
- Critiquing AI output

AI and representation

Issues of inclusivity and representation in AI

AI and Ethics

- Ethics of authorship and AI
- Current trends and predictions

Teaching Method

Each week will have two sessions. During the lecture the students will be introduced to a theory of language analysis, or AI use, and this will be demonstrated with practical examples of real-world language use. In the tutorial sessions, students will use their own devices to produce text from AI, and compare them to human written examples of language using the theoretical tools. They will then explore ways to improve the output. Alternatively, the session will be based round a theme such as inclusivity. In these weeks, the lecture will lead into a series of discussion activities in the tutorials.

The teaching will connect theories with authentic human-written text. The aims of the teaching will be to give students the knowledge to apply a particular analytical lens to text. Therefore, it is a text-based approach, instead of a theory-based one.

Weekly readings in preparation for the classes will be discussed in class. Students will also be expected

to complete MCQ questions based on the majority of pre-readings. This will make up assessment 3.

Measurement of Learning Outcomes

LOs 1-3 will be measured by the first assessment. Students will need to generate some text using AI, and then critique and improve it using one or more of the theories discussed. They will also produce a commentary to show their thought processes.

LOs 4 and 5 will be measured using a presentation. Students will present a news article expressing an opinion around the use of AI, and critique the argument. The news story will be approved in advance by the course leader.

LO2 will also be measured by the multiple-choice questions, based on the core readings.

Learning Outcome	Text Analysis	Presentation	Multiple-choice questions based on weekly readings	Attendance and participation
1. Analyze AI output through the lens of various linguistic theories, evaluating the effectiveness of the generated text.	y			y
2. Describe and employ linguistic theories which can be applied to AI generated text in order to analyse AI output.	y		y	y
3. Apply linguistic theories in order to improve AI generated text.	y			y
4. Articulate and critically evaluate ethical issues related to AI use in communication, reaching reasoned and informed conclusions in diverse contexts.		y		y
5. Reflect on and assess the appropriateness of AI use in different social contexts, considering the implications for communication practices and societal norms.		y		y

Assessments

35% Text analysis showcasing how the student has worked with AI to produce enhanced language (LO1, LO2, LO3)

35% One presentation on a topic around AI, ethics and society (LO4, LO5)

20% Multiple-choice questions based on weekly readings (Approx 50 items over the course). (LO2)

10% Attendance and participation (LO1 – LO5)

Required/Essential Readings

Bottomley, J., Prymachuk, S., & Waugh, D. (2018a). Academic writing: Text, process and criticality. In Academic Writing and Referencing for Your Education Degree (pp. 1–30). Critical Publishing.

<http://ebookcentral.proquest.com/lib/lnhk/detail.action?docID=5439150>

Bottomley, J., Prymachuk, S., & Waugh, D. (2018b). Referring to sources. In Academic Writing and Referencing for Your Education Degree (pp. 1–30). Critical Publishing.

<http://ebookcentral.proquest.com/lib/lnhk/detail.action?docID=5439150>

Bhatia, V. and Bhatia A. (2011) 'Business Communication' in The Routledge Handbook of Applied Linguistics, edited by James Simpson, Taylor & Francis Group, ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/lnhk/detail.action?docID=574657>.

Chiant, T. (2023) ChatGPT Is a Blurry JPEG of the Web. The New Yorker

<https://www.newyorker.com/tech/annals-of-technology/chatgpt-is-a-blurry-jpeg-of-the-web>

Coxhead, A. (2016) 'Approaches and perspectives on teaching vocabulary for discipline specific academic writing' in .Flowerdew, J., & Costley, T. (Eds.). Discipline-specific writing : Theory into practice. Taylor & Francis Group.

Gaast, K. van der, Post, G., & Koenders, L. (2019). Presenting. In Academic skills for interdisciplinary studies (Second, revised edition). Amsterdam University Press.

Groves and Mundt (2025) "Online Translation" in International Encyclopedia of Language and Linguistics, 3rd Edition (In press)

Groves, M. and Mundt, K. (2021) A ghostwriter in the machine? Attitudes of academic staff towards machine translation use in internationalized Higher Education. Journal of English for Academic Purposes 50 <https://doi.org/10.1016/j.jeap.2021.100957>

Hasnain (nd) Systemic Functional Linguistics

[https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/linguistics/15._pragmatic and discourse analysis/05._systemic functional linguistics/et/8498_et_5_et.pdf](https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/linguistics/15._pragmatic_and_discourse_analysis/05._systemic_functional_linguistics/et/8498_et_5_et.pdf)

Hyland, K. & Tse, P. (2004). Metadiscourse in Academic Writing: A Reappraisal. Applied Linguistics, 25, 156-177. <http://dx.doi.org/10.1093/applin/25.2.156>

Mullany, L., & Stockwell, P. (2015). Doing politeness. In *Introducing English language: A resource book for students* (Second edition). Routledge, Taylor & Francis Group.

O'Halloran, K. (2016) 'Critical Discourse Analysis' in The Routledge Handbook of Applied Linguistics, edited by J. Simpson (ed), Taylor & Francis Group, 2011. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/lnhk/detail.action?docID=574657>.

i Chen, Jun Li, Yuting Ye (2024) "A feasibility study for the application of AI-generated conversations in pragmatic analysis" ,Journal of Pragmatics, Volume 223, 14-30 , <https://doi.org/10.1016/j.pragma.2024.01.003>.

Recommended/Supplementary Readings

Poole, S. C. (1999). *An introduction to linguistics*. St. Martin's Press.

Davies, A. (2007). *An introduction to applied linguistics : from practice to theory* (2nd ed.). Edinburgh University Press.

Fry, H. (2019) Hello World. Black Swan

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.
- (5) Students must adhere to the University’s guidelines and practices when using Generative Artificial Intelligence (AI) tools. The official documents “Guidelines for Using GAI Tools at Lingnan University” and “Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments” can be found here: <https://www.ln.edu.hk/tlc/generative-artificial-intelligence/gai-guidelines-best-practices>.