



Joint Faculties of Humanities and Theology

ENGC15, English: Opportunities and Limitations of AI Tools in Language Studies, 7.5 credits

*Engelska: Möjligheter och begränsningar för AI-verktyg inom språkstudier, 7,5
högskolepoäng*
First Cycle / Grundnivå

Details of approval

The syllabus was approved by The Pro Dean of First and Second Cycle Studies at The Joint Faculties of Humanities and Theology on 2024-12-03 (U 2024/867). The syllabus comes into effect 2024-12-03 and is valid from the autumn semester 2025.

General information

The course is offered as a freestanding course. It can normally be included as part of a first or second cycle degree.

Language of instruction: English

Main field of study *Specialisation*

- G1F, First cycle, has less than 60 credits in first-cycle course/s as entry requirements

Learning outcomes

On completion of the course, students are to be able to

Knowledge and understanding

- account for how AI tools work,
- account for how AI tools can be used for teaching and learning in the field of language studies,
- account for concepts like 'independent intellectual labour', 'academic integrity', 'ownership', and 'ethics' regarding the use of AI tools,

Competence and skills

- identify and analyze opportunities, limitations and problems in the various uses of AI in language studies,
- make use of suitable AI tools in a diverse, ethical and responsible way,

Judgement and approach

- critically reflect on the uses of various AI tools in language studies and in university and upper-secondary school education in general,
- critically reflect on the wider individual, cultural and societal implications of the uses of various AI tools,
- make assessments of the uses of various AI tools that are based on relevant scholarly and ethical considerations.

Course content

The course gives students an opportunity to explore and experiment with various AI tools in the field of language studies and to assess their value and suitability for different types of tasks. The course covers various machine translation services (such as Google Translate) and generative AI tools (such as ChatGPT) and examines their pros and cons as tools for teaching, learning and assessment from a student-centered 'learn by doing' perspective. Matters of AI policies, academic integrity and ethics are also covered. The goal is the ability to use AI in a meaningful, informed and ethical way in various teaching and learning situations, and in current or future professional lives. The possible uses of AI tools to aid learners who have special needs will also be discussed.

Course design

The course is based on active participation, discussion and reflection. The teaching consists of seven scheduled sessions which can have lecture components but which mainly take place in the form of workshops, where the course participants investigate and explore the uses of AI tools in language studies from various perspectives, and where they evaluate and share their findings actively with the other course participants. As part of these investigations, each course participant is expected to bring to class and share with others one previous written assignment (such as an essay that they have written on a previous course) which they use as basis in their reflections and assessments of what AI can and cannot be used for. The nature of the course is such that it requires consistent presence in class.

Assessment

The course is examined through (i) active participation in class; (ii) one oral group assignment and one individual written assignment (500-750 words in length) while the course is running, and (iii) a final independent written assignment (2000-2500 words in length) at the end of the course.

The examiner may deviate from the regular form of examination, if it cannot be implemented during a retake. Information about retake examination will be available at the beginning of the course.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

Grades

Grading scale includes the grades: Fail, Pass, Pass with distinction

Participants are awarded a maximum of 50 points, divided across four separate assignments:

- Active participation in class: 5 points
- Oral group assignment: 10 points
- Short individual written assignment: 10 points
- Final individual written assignment: 25 points

The first three assignments above are assessed on a Pass/Fail basis, where a student who completes the task satisfactorily is awarded the stated number of points.

The final individual written assignment is awarded a maximum of 25 points, based on grading criteria that will be available at the beginning of the course.

To be able to pass the course, a minimum of 33 points (out of a 50-point maximum) will be required. To be able to pass the course with distinction, a minimum of 42 points (out of a 50-point maximum) will be required. The individual final essay must always be awarded a minimum of 15 points.

Entry requirements

General eligibility and 30 credits in English.

Further information

- The course is offered at the Centre for Languages and Literature, Lund University.
- The credits allocated for course content that in whole or in part is commensurate with another course can only be credited once for a degree.