



**CHRIST COLLEGE – FOUR-YEAR UNDER GRADUATE
PROGRAMME (FYUGP)
BA ENGLISH LANGUAGE AND LITERATURE HONOURS
MINOR
BASKET 1: ENGLISH FOR CONTENT CREATION**

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	ENG3MN201				
Course Title	DIGITAL CONTENT CREATION IN THE ERA OF AI				
Type of Course	MINOR				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic communication skill with an aptitude for technology-assisted language tools.				
Course Summary	The course is designed to provide a basic understanding of the integration of Artificial Intelligence (AI) technologies and software applications in English language learning.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category #	Evaluation Tools used
CO1	Understand how AI technologies are transforming various aspects of the English language, including communication, literature, translation, and education.	U	C	Assignments
CO2	Classify a variety of AI-driven software tools and platforms for language learning and its application	U	P	Assignments Presentation
CO3	Create an exposure towards various platforms to exercise AI for language learning and content creation.	U	P	Practical Assignments Presentations
CO4	Analyse how AI influences literature, creative writing, and research	An	C	Group assignments and brainstorming sessions
CO5	Evaluate the ethical implications of AI-mediated language technologies and develop new perspectives	E	M	Group Discussion
<p>*-Remember(R),Understand(U),Apply(Ap),Analyse(An),Evaluate(E),Create(C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)Meta-cognitive Knowledge(M)</p>				

Detailed Syllabus:

MODUL E	UNI T	CONTENT	Hrs	Marks
I	INTRODUCTION TO AI AND LANGUAGE		10	14
	1	Introduction to the basic definitions and concepts of Artificial Intelligence	3	
	2	Historical context and evolution of AI in language processing	2	
	3	Overview of natural language processing (NLP) and machine learning in language-related tasks	3	
	4	Emerging trends in AI and language technologies	2	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Presentation on the evolution of AI using the traditional ways the learners are already familiar with. 2. Enlist the names of platforms the students use for academic purposes- group activity. 3. Prepare a speech on the relevance of AI tools in academics 		
II	IMPACT OF AI IN DIGITAL CONTENT CREATION		12	16
	5	Role of AI in contemporary media	2	
	6	Impact of AI on Written (e.g., chatbots, automated content generation) and spoken communication (e.g., virtual assistants, voice recognition)	3	
	7	Case studies of AI-mediated communication platforms	3	
	8	AI-generated literature: Poetry/Short story/Novel/Essays/Speeches/News articles	2	
	9	Collaborations between AI and human authors	2	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Debate on 'Inevitable intervention of AI in the world of literature'. 2. Seminar on 'The impact of AI on language skills.' 3. Create a glossary of AI terms used in media 4. Classroom discussion by comparing a human authored literature and AI-generated literature. 		

III	AI FOR DIGITAL LANGUAGE LEARNING- PRACTICAL APPLICATIONS		20	30
	10	AI-powered language learning applications and platforms (Learning, Editing/Research/Translation/Content Creation)	1	
	11	Adaptive learning systems and personalized instruction	1	
	12	The art of language prompts	1	
	13	<p>Language Learning AI platforms</p> <p>(Examples: Duolingo- https://www.duolingo.com/, Babbel - https://www.babbel.com/, Rosetta Stone -https://www.rosettastone.com/</p> <p>Memrise -https://www.memrise.com/, Tandem - https://www.tandem.net/)</p> <p>Content Creation-</p> <p>(Examples: Answer Garden https://answergarden.ch, Deftgpt - https://deftgpt.com/chat/new, Gemini -https://gemini.google.com</p> <p>ChatGPT -https://chat.openai.com, Sonicwrite - https://app.writesonic.com/</p> <p>Perplexity -https://perplexity.ai/EduGPT https://edugpt.com/)</p> <p>Summarise-</p> <p>(Examples: Chatpdf -https://www.chatpdf.com/</p> <p>Chatdoc -https://www.chatdoc.ai/, Askyourpdf -https://askyourpdf.com/)</p>	10	

14	<p>Presentation Tools-</p> <p>(Examples: Tome -https://tome.app/</p> <p>Wepik -https://wepik.com/</p> <p>Gamma-https://gamma.app/</p> <p>Voice Typing-Translation- Live Transcribe App/Google Translate/Google Lens App</p> <p>Quiz generation-Quizizz- https://quizizz.com/admin/)</p>	4	
15	<p>Audio / Video scripts transcripts:</p> <p>(Examples: Cockatoo https://www.cockatoo.com/)</p> <p>Interaction on videos - (Examples: Chattubehttps://chattube.io/)</p> <p>Mind mapping and Summarizing:</p> <p>(Examples: Whimsical https://whimsical.com/)</p> <p>Scientific Illustrations and Figures:</p> <p>(Examples: Bio Render www.app.biorender.com)</p> <p>Rephrasing-Grammar Correction:</p> <p>(Example: Quill bolt/Grammarly)</p>	3	
	<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Create an essay in English on any topic using at least 3 platforms. 2. Write a poem in English and translate the same into your mother tongue. 3. Interview your neighbour in a regional language and produce the audio and transcript of the same in English. 		

IV	ETHICAL IMPLICATIONS OF AI IN LANGUAGE		6	10
	16	Bias and fairness in AI language models	2	
	17	Privacy concerns in AI-mediated communication	1	
	18	Cultural and societal impacts of AI on language use	1	
	19	Ethical considerations in AI-authored literature	1	
	20	The role of human agency	1	
		Suggested Activities: 1. Debate on ‘The influence of AI in academic/research field 2. Classroom discussion on the opportunities and challenges for research and practice in the AI era 3. Project: Effective usage of AI for academic purposes- Write a research paper on any topic by utilising any platform you like		
V	2. OPEN-ENDED		12	

Note: The course is divided into five modules, with four having a total of 20 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended module. Internal assessments (30 marks) are split between the open-ended module(10 marks)and the fixed modules(20 marks). The final exam, however, covers only the 20 units from the fixed modules.

Suggested Reading:

1. Çakmak, F. (2022). Chatbot-human interaction and its effects on EFL pupils’ L2 speaking performance and anxiety. *Novitas-ROYAL (Research on Youth and Language)*, 16(2), 113–131.
2. Chen, Y.-L., Hsu, C.-C., Lin, C.-Y. & Hsu, H.-H. (2022). Robot-assisted language learning: Integrating artificial intelligence and virtual reality into English tour guide practice. *Education Sciences*, 12, 437. <https://doi.org/10.3390/educsci12070437>
3. Chon, Y. V., Shin, D. & Kim, G. E. (2021). Comparing L2 learners’ writing against parallel machine-translated texts: Raters’ assessment, linguistic complexity and errors. *System*, 96, 102408. <https://doi.org/10.1016/j.system.2020.102408>
4. Dizon, G. & Gayed, J. M. (2021). Examining the impact of Grammarly on the quality of mobile L2 writing. *JALT CALL Journal*, 17(2), 74–92. <https://doi.org/10.29140/jaltcall.v17n2.336>
5. Dizon, G. & Tang, D. (2020). Intelligent personal assistants for autonomous second language learning: An investigation of Alexa. *JALT CALL Journal*, 16(2), 107–120. <https://doi.org/10.29140/jaltcall.v16n2.273>

6. Edmett, Adam, Neenaz Ichaporia, Helen Crompton, and Ross Crichton. Artificial intelligence and English language teaching: Preparing for the future. British Council, 2023.
<https://doi.org/10.57884/78EA-3C69>
7. Rowe, L. W. (2022). Google Translate and biliterate composing: Second-graders' use of digital translation tools to support bilingual writing. *TESOL Quarterly*, 56(3), 883–905.
<https://dx.doi.org/10.1002/tesq.3143>
8. Shivakumar, A., Shukla, S., Vasoya, M., Kasrani, I. M. & Pei, Y. (2019). AI-enabled language speaking coaching for dual language learners. *IADIS International Journal on WWW/Internet*, 17(1).
9. Viktorivna, K. L., Oleksandrovysh, V. A., Oleksandrivna, K. I. & Oleksandrivna, K. N. (2022). Artificial intelligence in language learning: What are we afraid of? *Arab World English Journal (AWEJ) Special Issue on CALL*, 8, 262–273.
<https://dx.doi.org/10.24093/awej/call8.18>
10. Broussard, Meredith. (2019) *Artificial Unintelligence: How Computers Misunderstand the World*. The MIT Press.
11. Dickinson, M., Brew, C. and Meurers, D. (2013) *Language and Computers*. Wiley-Blackwell.
12. Dodigovic, Marina. (2005) *Artificial Intelligence in Second Language Learning: Raising Error Awareness*. *Multilingual Matters*.
13. Isotani, S. (2019) *Artificial Intelligence in Education: 20th International Conference, AIED 2019, Chicago, IL, USA, June 25-29, 2019, Proceedings, part I & II*. Cham: Springer International Publishing.
14. Mitchell, Melanie. (2019) *Artificial Intelligence: A Guide for Thinking Humans*. Penguin Books.
15. Taulli, Tom. (2019) *Artificial Intelligence Basics: A Non-Technical Introduction*. Apress.

Mapping of CO with PSO sand POs:

	PS O 1	PS O 2	PS O 3	PS O 4	PS O5	PSO 6	PO 1	P O 2	P O 3	P O 4	P O 5	PO6	PO7
CO 1	3	-	-	3	2	-	3	2	1	3	-	-	2
CO 2	3	-	-	3	1	1	2	2	-	3	-	-	-
CO 3	2	-	-	3	2	-	1	1	-	2	-	-	-
CO 4	-	-	1	3	-	2	1	-	-	3	-	-	2
CO 5	-	2	1	2	-	-	-	-	-	1	-	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly/ Low
2	Moderate/Medium
3	Substantial /High

Assessment Rubrics:

- Assignment/Quiz/ Discussion/Seminar
- Midterm Exam
- Record/ Projects/Assignments
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Internal Exam	Assignment	Seminar/ Presentation/ Project	End Semester Examination
CO1	✓		✓	✓
CO2	✓	✓		✓
CO3	✓		✓	✓
CO4	✓	✓	✓	✓
CO5	✓		✓	✓