

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2021/22**

Part I Course Overview

Course Title: The Sounds of English: Music, Language and Society

Course Code: EN2832

Course Duration: 1 semester

Credit Units: 3

Level: B2

Proposed Area: Arts and Humanities
(for *GE courses only*) Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

This course enables students to identify the social and historical role of the sounds of English in globalising English language and culture. Adopting a multidisciplinary approach (historical, practical and global), the course will get students to reflect on the historical connections between music and the literary arts (e.g. ballads, lyrical poetry, song lyrics), examine how phonological and rhetorical features in English poetry are carried over into popular music to create different intertextual meanings, and analyse the social role of popular music in globalising the English language and English culture in different parts of the world. Special emphasis will also be placed on exploring the relationship between popular music and the formation of social identities including: gender, racial, youth, political and religious identities. Overall, this course assimilates knowledge from different disciplines to help students explore the relationship between the English sound system, literature and popular music, and discover how these have contributed to the globalisation of English and English culture at the social and cultural level.

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.	Discover the social and historical connections between the musical and literary arts and discuss how they may be linked to popular music across time.		✓	✓	
2.	Explain and apply relevant theories and techniques of English rhetoric across a range of popular music genres, by analysing and evaluating the intertextual meanings of lyrics, iconography, genres, and popular music industry in national and international settings.		✓	✓	✓
3.	Critically evaluate the social role of cultural products including music and poetry in global contexts.			✓	✓
4.	Synthesize knowledge from different subject areas to develop interdisciplinary approaches to the study of literary and cultural texts.			✓	✓
5.	Generate creative responses to literary and cultural productions.			✓	✓

* If weighting is assigned to CILOs, they should add up to 100%.

100%

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	4	5	
Lectures	Interactive lectures and class discussions to discover key concepts and meaningful connections that exist among different disciplines.	✓	✓	✓	✓	✓	
Critical reading and writing	Composition and critical analysis of key concepts and ideas.	✓	✓	✓	✓		
Group collaboration and presentation	Application of knowledge through presentation and sharing.			✓	✓	✓	
Experiential learning	Generate creative responses to literary and cultural productions.			✓	✓	✓	
...							

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	4	5		
Continuous Assessment: 100 %							
Class work participation: Students are expected to contribute to in-class discussions and complete short writing exercises to demonstrate understanding of relevant materials.	✓	✓	✓	✓	✓	10%	
Critical Review of Lyrics:		✓				20%	

Students will write short critical reviews of pop song lyrics in class. The short writings, which will be in response to specific questions/prompts, need to be supported by relevant primary textual examples (e.g. song lyrics, poetry or short extract from readings).								
Group Creative Project: Students will work in small groups to give a creative response (e.g. video essay, audio clip) to selected musical practices. Students present their work and receive feedback from peers and instructors, and are expected to base their investigation on comparison between local and international practices.		√	√	√	√		30%	
Analysis Paper: Students will write a research paper where they reflect and analyse issues using analytical, argumentative, or comparative prisms.	√	√	√	√	√		40%	
* 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. Class work participation		Excellent attendance, participation and contribution to in-class discussions and activities. Demonstrates excellent grammatical/lexical range and accuracy.	Good attendance, participation and contribution to in-class discussions and activities. Demonstrates good grammatical/lexical range and accuracy. May have occasional errors but does not interfere with comprehensibility of meaning.	Mostly good, participation and contribution to in-class discussions and activities. Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interferes with comprehensibility.	Adequate attendance, participation and contribution to in-class discussions and activities. Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.	Poor attendance, participation and contribution to in-class discussions and activities. Fails to use language to complete the task or does not submit the task.
2. Critical review of lyrics		Demonstrates a very detailed understanding of the lyrics. Able to evaluate and synthesize observations to	Demonstrates a detailed understanding of the lyrics. Mostly able to evaluate and synthesize	Demonstrates some understanding of the lyrics. Generally able to evaluate and synthesize observations to	Demonstrates a basic understanding of the lyrics. Somewhat able to evaluate and synthesize observations to create	Unable to demonstrate understanding of the lyrics. Unable to create a coherent analysis.

		<p>create a coherent, critical and insightful analysis with specific and accurate support. The main ideas of the review are strong, direct, and original.</p> <p>Demonstrates excellent grammatical/lexical range and accuracy.</p>	<p>observations to create a coherent, critical and insightful analysis with specific and accurate support. The main ideas of the review are mostly strong, direct, and original.</p> <p>Demonstrates good grammatical/lexical range and accuracy. May have occasional errors but does not interfere with comprehensibility of meaning.</p>	<p>create a coherent, analysis with specific and accurate support. The main ideas of the review are appropriate.</p> <p>Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interferes with comprehensibility.</p>	<p>a coherent analysis. The main ideas of the review are largely weak and unfocused.</p> <p>Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.</p>	<p>Fails to use language to complete the task or does not submit the task.</p>
3. Group creative project		<p>Able to select an appropriate topic, identify and collect appropriate data (images, written texts, videos, etc.),</p>	<p>Mostly able to select an appropriate topic, identify and collect appropriate data (images, written</p>	<p>Generally able to select an appropriate topic, identify and collect appropriate data (images, written</p>	<p>Somewhat able to select an appropriate topic, identify and collect appropriate data (images, written texts, videos, etc.),</p>	<p>Unable to choose an appropriate topic, collect data (images, written texts, videos, etc.) or apply principles and tools to</p>

		<p>identify key features, apply principles, concepts and tools of analysis accurately and appropriately, and evaluate findings in a coherent and insightful analysis.</p> <p>Able to choose an appropriate approach and medium to bring out the key features and ideas of the project.</p> <p>Establishes an excellent intertextual relationship with the source text while demonstrating a strong sense of originality.</p> <p>Able to critically analyse and evaluate the issues of the topic and</p>	<p>texts, videos, etc.), identify key features, apply principles, concepts and tools of analysis accurately and appropriately, and evaluate findings in a coherent and insightful analysis.</p> <p>Mostly able to choose an appropriate approach and medium to bring out the key features and ideas of the project.</p> <p>Establishes a good intertextual relationship with the source text while demonstrating a strong sense of originality.</p> <p>Mostly able to critically analyse and evaluate the</p>	<p>texts, videos, etc.), identify key features, apply principles, concepts and tools of analysis accurately and appropriately, and evaluate findings in a coherent and insightful analysis.</p> <p>Generally able to choose an appropriate approach and medium to bring out the key features and ideas of the project.</p> <p>Some attempts to establish an intertextual relationship with the source text.</p> <p>Generally able to critically analyse and evaluate the issues of the topic and present these in a coherent manner</p>	<p>identify key features, apply principles, concepts and tools of analysis accurately and appropriately, and evaluate findings in a coherent and insightful analysis.</p> <p>Somewhat able to choose an appropriate approach and medium to bring out the key features and ideas of the project.</p> <p>Minimal to no attempts to establish an intertextual relationship with the source text.</p> <p>Somewhat able to analyse and evaluate the issues of the topic and present these in a coherent manner.</p> <p>Illustrates the topic within a very limited local perspective.</p> <p>The group is</p>	<p>analyze it.</p> <p>Fails to use language to complete the task or does not submit the task.</p>
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		<p>present these in a coherent and thought-provoking manner to generate new insights.</p> <p>Relates the issues in the topic both globally and locally.</p> <p>The group is well organised and the project extremely well-presented.</p> <p>Each member has a significant and well-defined. role.</p> <p>All parts of the presentation are well thought out.</p> <p>Demonstrates excellent grammatical/lexical range and accuracy.</p>	<p>issues of the topic and present these in a coherent and thought-provoking manner to generate new insights.</p> <p>Focuses mostly on either the global or local perspective.</p> <p>The group is mostly well organised and the project is mostly well-presented.</p> <p>Most members have a significant and well-defined. role. Most parts of the presentation are well thought out.</p> <p>Demonstrates good grammatical/lexical range and accuracy.</p> <p>May have occasional errors</p>	<p>to generate some insights.</p> <p>Relates the topic mostly to the local perspective.</p> <p>The group is generally well organised and the project is generally well-presented.</p> <p>Some members have a significant and well-defined. role. Some parts of the presentation are well thought out.</p> <p>Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interferes with comprehensibility.</p>	<p>sometimes well organized.</p> <p>Distribution of manpower is at times lacking. It is sometimes difficult for the audience to follow the presentation.</p> <p>Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.</p>	
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			but does not interfere with comprehensibility of meaning.			
4. Analysis Paper		Demonstrates creative and original thought. Shows deep understanding of relevant topics and the ability to engage with scholarly texts critically and in-depth. Able to identify highly relevant wider literature. Demonstrates excellent grammatical/lexical range and accuracy.	Demonstrates some creative and original thoughts. Shows good understanding of relevant topics and the ability to engage with scholarly texts critically and in-depth. Mostly able to identify highly relevant wider literature. Demonstrates good grammatical/lexical range and accuracy. May have	Shows a general understanding of relevant topics and some ability to engage with scholarly texts critically. Somewhat able to identify relevant wider literature. Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interferes with	Shows a basic understanding of relevant topics and partial ability to engage with scholarly texts. Partially able to identify relevant literature. Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.	Does not show understanding of relevant topics with minimal to no engagement with wider literature. Fails to use language to complete the task or does not submit the task.

			occasional errors but does not interfere with comprehensibility of meaning.	comprehensibility.		
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Music and literature

Rhetoric and prosody

Discourse analysis

Globalisation of English

2. Reading List

2.1 Compulsory Readings (tentative list)

(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.	Helsing, E.K. 2015. <i>Poetry and the Thought of Song in Nineteenth-Century Britain</i> . Charlottesville: University of Virginia Press.
2.	Berger, H.M. and Carroll, M.T. eds. 2003. <i>Global Pop, Local Language</i> . Mississippi: Univ. Press of Mississippi.

2.2 Additional Readings

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

1.	Erni, John Nguyet. 1998. "Like a Culture: Notes on Pop Music and Popular Sensibility in Decolonized Hong Kong," <i>Hong Kong Cultural Studies Bulletin</i> , 8/9 (Spring/Summer): 55-63.
2.	Haase, Fee-Alexandra. 2015. "Songs about the reality of 'globalization' as political discourse: irony and critique of 'globalization' and the concept of 'world' in the lyrical tradition of the English western popular music of the late 20th and early 21st centuries." <i>Studii și cercetări filologice</i> , 14: 61-90.
3.	Keegan-Phipps, Simon. 2017. Identifying the English: Essentialism and multiculturalism in contemporary English folk music. <i>Ethnomusicology Forum</i> , 26(1): 3-25.
4.	Lau, Jeff Hok-yin and University of Hong Kong. <i>Sociolinguistic Analysis of the Beatles Music within the Dynamic Model of Exchange : Feminism and Beatlemania Quantitative and Qualitative Linguistic Approaches</i> . Hong Kong]: [U of Hong Kong Libraries], 2020. Web.
5.	Lent, John. ed. 1995. <i>Asian Popular Culture</i> . Boulder: Westview Press.
6.	McIntyre, Bruce. 2000. "Cantopop: The voice of Hong Kong." Paper presented at the Second International Conference on Hong Kong Culture, Hong Kong Polytechnic University.
7.	Omoniyi, Tope. 2006. Hip-hop through the world Englishes lens: A response to globalization. <i>World Englishes</i> , 25(2): 195-208.

8.	Rivers, Damian, and Andrew Ross. eds. 2018. Rivers, Damian, and Andrew Ross. <i>Hip-Hop as Critical Conscience: Framing Dissatisfaction and Dissent</i> . Cham: Springer International Publishing: Imprint: Palgrave Macmillan.
9.	Rymes, Betsy. 2020. <i>How We Talk about Language: Exploring Citizen Sociolinguistics</i> . Cambridge: Cambridge University Press. Web.
10.	Schwartz, Roberta Freund. 2008. <i>How Britain Got the Blues: The Transmission and Reception of American Blues Style in the United Kingdom</i> . (Ashgate popular and folk music series). Farnham: Routledge.
11.	Tang, Wai Man. 1998. <i>Hong Kong Popular Music: Determinants of Popularity of Pop Songs</i> . Unpublished M.Phil Thesis. Hong Kong: [Dept. of Marketing], City University of Hong Kong.
12.	Wald, Gayle. 1998. Just a girl?: Rock music, feminism, and the cultural construction of female youth. <i>Signs: Journal of Women in Culture and Society</i> , 23(3): 585-610.