City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2022/2023

Part I   Course Overview

Course Title:	**English in Society**
Course Code:	**GE3110**
Course Duration:	**1 Semester**
Credit Units:	**3**
Level:	**B3**
Proposed Area: *(for GE courses only)*	■Arts and Humanities ☐Study of Societies, Social and Business Organisations ☐Science and Technology
Medium of Instruction:	**English**
Medium of Assessment:	**English**
Prerequisites: *(Course Code and Title)*	**Nil**
Precursors: *(Course Code and Title)*	**Nil**
Equivalent Courses: *(Course Code and Title)*	**Nil**
Exclusive Courses: *(Course Code and Title)*	**EN3595 English in Society**

Part II   Course Details

1.   Abstract
(A 150-word description about the course)

This course aims to introduce students to a systematic description of the use of the English language in society and the skills needed to apply their knowledge to the analysis of authentic language data from a sociolinguistic perspective. Under the guidance of the instructor, students will discover the patterns of authentic language use in real-life situations and present their findings in innovative and stylistically appropriate ways.

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 sociolinguistic aspects of English language use in society;		√		
2.	Identify sociolinguistic processes of dialect variation, diachronic change, and code-switching in the English language;		√		
3.	Compare different varieties of world Englishes;		√		
4.	Compare and contrast theories and methods in sociolinguistics;			√	
5.	Critically apply the knowledge learnt in the course to analyse authentic language data in everyday life;			√	
6.	Critically apply the knowledge learnt in the course to reflect on the ways in which the English language is used in different modes of communication;			√	
7.	Critically apply the knowledge learnt in the course to reflect on the ways in which English language use relates to identities (e.g., gendered, sexual, class, national, etc.)			√	

* 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	6	7	
1.	**Interactive Lecturing** ❖ *Students will explore the different systems of English language use in society;* ❖ *Students will, by responding to questions and doing research, develop their abilities to reflect on the different aspects of English language use in society.*	√							3 hours/week
2.	**In-class Activities and Discussions** ❖ *Students will reflect on the issues related to processes of dialect variation, diachronic change, and code-switching in the English language;* ❖ *Students will, by responding to questions and doing research, generate the similarities and differences between different Englishes.*		√	√					3 hours/week
3.	**Language Analysis** ❖ *Students will be given authentic language data to experiment with the ways in which their knowledge of language use can be applied to perform analysis, descriptions and explanations;* ❖ *Students will, by*				√	√	√	√	3 hours/week

responding to questions and doing research, develop their abilities to evaluate identity performances through language analysis.									

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	6	7		
Continuous Assessment: __100___%									
Participation	√	√	√	√				10%	Individual: Based on how frequently, actively, and constructively students participate in class and online after-class discussion. In-class and online after class activities measure students' ability to apply newly learned principles to real contexts and situations.
Critical Reflections	√	√				√	√	10%	Individual: Students will have to submit a reflective essay on what they have gained from taking the course.
Group Project	√			√	√	√	√	30%	Group work: Students will have the opportunity to apply their knowledge to critically analyze and evaluate authentic language data. Students will apply analytical methods in their analysis. Students will also have the opportunity to identify and reflect on language and media and language and identity. (Word limit: 1800 – 2300)
Group Presentation	√			√	√	√	√	10%	Group work: Students will demonstrate their ability to apply their knowledge and

									analytical tools and report their findings in a succinct, organized, and professional manner in an oral presentation.
In-class Final Test	√	√	√	√	√	√	√	40%	Individual: The final test will be designed to test students' facility with theoretical concepts and analytical skills from lectures and readings. It will also test students' application of knowledge.
Examination: ___0___% (duration: hours , if applicable)									

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)
Participation	Attendance and active class participation	An excellent record of attendance and participation. Attended all classes punctually, always participated actively and constructively in class and group activities.	Satisfactory attendance and punctuality. Generally participated actively and constructively in class and group activities.	Satisfactory attendance and punctuality. Frequently participated actively and constructively in class and group activities.	Attendance and punctuality not fully satisfactory and/or participation in class and group activities was inconsistent.	Attendance and punctuality were unsatisfactory. Did not meaningfully engage with class and group activities.
Critical Reflections	Quality and depth of critical reflections	A very thorough and critical report of reflections strongly supported by ample evidence.	A good report of reflections supported by evidence.	An adequate report of reflections with some support.	A marginal report of reflections with incomplete support.	Unable to provide evidence for critical reflections.
Group Project	Written report on a topic that presents data collected and analyzed using a sociolinguistic perspective.	Able to analyze and present a sociolinguistic issue very clearly and insightfully, applying the theoretical framework, accurately giving evidence from data collected, accounting for successes and difficulties in	Able to analyze and present a sociolinguistic issue clearly, applying the theoretical framework fairly accurately giving evidence from data collected, accounting for successes and difficulties in communication,	There may be some inaccuracies in understanding the sociolinguistic issue under investigation. Sufficient evidence may not be provided. The paper may lack focus or be poorly argued. There may be problems with the organization	There are serious flaws and/or inaccuracies in understanding the sociolinguistic issue under investigation. Sufficient evidence is not provided. The paper lacks focus or is poorly argued. There are serious problems with the organization or grammar of the	Unable to apply the theories in an accurate way, present a coherent analysis and/or communicate in written English to an acceptable standard.

		communication, making excellent suggestions for improving the interaction and synthesizing points into a coherent argument expressed in clear and accurate English and within the word limit.	making good suggestions for improving the interaction and synthesizing points into a relatively coherent argument expressed in clear and mostly accurate English and within the word limit.	or grammar of the paper. The paper may exceed the word limit.	paper. The paper is incomplete or incomprehensible due to a large number of language inaccuracies.	
Group Presentation	Organization/Delivery/ Grammar/Effectiveness/Timing of presentation	The presentation provides a very clear and insightful analysis. It draws effectively upon evidence from various types of data collected, accounting for successes and difficulties in communication, and synthesizing findings into a coherent argument. The presentation is very well organized, delivered in clear and accurate, fluent and idiomatic English, and	The presentation provides a clear analysis. It draws upon evidence from various types of data collected, accounting for successes and difficulties in communication, and synthesizing findings into an argument. The presentation is well organized, delivered in largely accurate, fluent and idiomatic English, and within the time limit.	The presentation provides an adequate analysis. It draws upon some evidence from data collected, accounting for successes and difficulties in communication, and synthesizing findings into a coherent argument. The presentation is adequately organized and comprehensible, but the standard of the spoken English may need improvement. It may exceed the time limit.	The presentation provides a poor analysis. It exhibits insufficient evidence from data collected, and may lack an explanation for successes and difficulties in communication, or a coherent argument. The presentation is incomplete or partially incomprehensible due to poor organization or the standard of the spoken English.	The presentation does not identify an issue relevant to the course. The presentation is incomplete or largely incomprehensible due to poor organization or significant problems in the standard of the spoken English.

		within the time limit.				
Final Test	The final test will be marked according to the accuracy of the answers. Correct answers will be awarded full marks of the respective questions, half-correct answers will be awarded half of the marks devoted to the respective questions, and wrong or irrelevant answers will be awarded zero.					

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   **Keyword Syllabus**
     (An indication of the key topics of the course.)

     sociolinguistics, language variation and change, code-switching, speech community, language and

     computer-mediated communication, varieties of English, world Englishes, language and identity,

     language and gender

2.   **Reading List**
2.1   **Compulsory Readings**
     (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.	Holmes, J., & Wilson, N. (2017). *An introduction to sociolinguistics (5th ed.).* Routledge.

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

1.	Bauer, L. (2003). *An introduction to international varieties of English.* Edinburgh University Press.
2.	Jenkins, J. (2015). *Global Englishes: A resource book for students (3rd ed.).* Routledge.
3.	Setter, J., Wong, C.P., & Chan, B.H.S. (2002). *Hong Kong English.* Edinburgh University Press.

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	**Please indicate which CILO(s) is/are related to this PILO, if any** *(can be more than one CILOs in each PILO)*
PILO 1: Demonstrate the capacity for self-directed learning	1, 2, 3, 4, 5, 6, 7
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	3, 4, 5, 6, 7
PILO 3: Demonstrate critical thinking skills	5, 6, 7
PILO 4: Interpret information and numerical data	5
PILO 5: Produce structured, well-organised and fluent text	3, 4, 5, 6, 7
PILO 6: Demonstrate effective oral communication skills	1, 2, 3, 4, 5, 6, 7
PILO 7: Demonstrate an ability to work effectively in a team	1, 2, 3, 4, 5, 6, 7
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	1, 2, 3, 4, 5, 6, 7
PILO 9: Value ethical and socially responsible actions	7
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	5, 6, 7

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Group Project