# 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:	Language in Its Social Context
Course Code:	EN5461
Course Duration:	1 Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: (Course Code and Title)	Nil
<b>Precursors:</b> (Course Code and Title)	Nil
<b>Equivalent Courses:</b> (Course Code and Title)	Nil
Exclusive Courses: (Course Code and Title)	Nil

#### Part II **Course Details**

#### 1. Abstract

(A 150-word description about the course)

This course aims to enable students to:

- Describe essential theoretical concepts in sociolinguistics;
- Apply theoretical concepts to the analysis and discussion of language and society;
- Demonstrate an understanding of the complex relationship between language and society;
- Discover patterns of language use in real-life situations;
- Research and analyze language issues in different contexts from a sociolinguistic perspective; and
- Evaluate language issues in different contexts and create solutions.

#### **Course Intended Learning Outcomes (CILOs)** 2.

(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*	Discov	very-en	riched
		(if	curricu	ılum re	lated
		applicable)	learnir	ng outco	omes
			(please	e tick	where
			approp	oriate)	
			A1	A2	A3
1.	Understand and describe theoretical concepts in		Х		
	sociolinguistics such as language variation, code choice,				
	speech community, identity, gender, code-switching, and				
	world Englishes.				
2.	Critically discuss and apply key issues and concepts		Х	Х	
	through in-class participation and online exchanges.				
3.	Research and analyze selected key issues and concepts in		Х	Х	
	language and society in depth through comparing and				
	contrasting different contexts.				
4.	Evaluate the selected concepts and key issues to local and		Х	Х	Х
	global contexts and collaboratively create solutions and				
	recommendations.				
* If w	veighting 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

accomplishment of discovery/innovation/creativity through producing Demonstrate /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.*)

1234(if applicab)1Participation in interactive lectures, discussions, tasks, and activities Students learn to understand and evaluate sociolinguistic concepts relevant to the study of language use in different contexts (including language education contexts) through participa- ting in interactive lectures and activities where those concepts are introduced, modelled, and illustrated. Students also learn how to participate in an interactive classroom culture and see best practices of language teaching in action.XX2Students learn to understand and evaluate sociolinguistic concepts relevant to the study of language use and language education through completing required readings in our course book and selected articles, and being prepared to discuss them.XXX3Students research and investigate aXXXX	TLA	Brief Description	CIL	O No.				Hours/week
2   Students learn to understand and evaluate sociolinguistic concepts relevant to the study of language use in different contexts (including language education contexts) through participating in interactive lectures and activities where those concepts are introduced, modelled, and illustrated. Students also learn how to participate in an interactive classroom culture and see best practices of language teaching in action.   X   X     2   Students learn to understand and evaluate sociolinguistic concepts relevant to the study of language use and language education through completing required readings in our course book and selected articles, and being prepared to discuss them.   X   X   X     3   Students research and investigate a   X   X   X   X		_	-		3	4		(if applicable)
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activities where those concepts are introduced, modelled, and illustrated. Students also learn how to participate in an interactive classroom culture and see best practices of language teaching in action.   Image: Concepts of the second se		education contexts) through participa-						
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particular sociolinguistic issue of their		particular sociolinguistic issue of their						
choice. Specifically, students work in		choice. Specifically, students work in						
small teams to research a key concept		small teams to research a key concept						
of their choice related to language,		of their choice related to language,						
education and society.		education and society.						

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CII	CILO No.					Weighting*	Remarks		
	1	2	3	4						
Continuous Assessment: _100_%										
<b>Class Participation</b>	Х	X X X X		20%	Individual: Based on					
								how frequently,		
					actively, and					
								constructively students		

	1			1		
						participate. In-class
						activities, discussions
						and presentations
						measure students'
						ability to apply newly
						learned principles to
						real contexts and
						situations. Active
						participation in all
						classes, discussions,
						tasks, and activities.
						Students are assessed
						according to how
						actively they
						contribute to in-class
						discussions, tasks, and
						activities on course
						topics and readings, as
						well as how they lead
						in-class discussions.
						Active in-class
						participation requires
						verbal (and online)
						contributions.
Final Project		Х	Х		30%	Group work: Students
						will have the
						opportunity to apply
						their knowledge to
						critically analyze and
						evaluate authentic
						language data and
						other kinds of data.
						Students will apply
						analytical methods in
						their analysis. Students
						will also have the
						opportunity to identify
						and reflect on
						language, society,
						education, and identity.

		T	V	v			200/	
Final Project In-Class Presentation			Х	Х			20%	Group work: Students
Presentation								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.
Individual Essay	Х	X	X	X			30%	Individual: Students
								reflects on the
								relevance of
								sociolinguistic issues
								to their personal lives
								and identities.
Examination:0% (duration	:		, if	appl	icable	e)		
* The weightings should add up	to 10	)0%					100%	

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)	Marginal (B-, C+, C)	Failure (F)
Class	Active participation in and contributions to all in-class	Actively and verbally	Actively participated in	Marginally participated	Failed to participate in
Participation	tasks, activities, discussions.	participated in and	and contributed to	in and contributed to in-	and contribute to in-
		contributed to all in-	almost all in-class tasks,	class tasks, activities,	class tasks, activities,
		class tasks, activities,	activities, and discus-	and discussions.	and discussions.
		and discussions. An excellent record of attendance and participation. Attended all classes punctually, always participated actively and constructively in class and group activities.	sions. Satisfactory attendance and punctuality. Generally 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.
Final Project	Written paper on a topic that	Analyzed and presented	Analyzed and presented	There are flaws and/or	Unable to apply the
	presents data collected and analyzed using a	a sociolinguistic issue very clearly and	a sociolinguistic issue	inaccuracies in	theories in an accurate
	sociolinguistic perspective.	insightfully, applying	clearly, applying the	understanding the	way, present a coherent
		the theoretical framework, accurately	theoretical framework	sociolinguistic issue	analysis and/or
		giving evidence from	fairly accurately giving	under investigation.	communicate in written
		data collected, and synthesizing points into	evidence from data	Evidence is not	English to an acceptable
		a coherent argument	collected, and	sufficiently provided.	standard.
		expressed in clear and	synthesizing points into	The paper lacks focus.	
		accurate English and within the word limit.	a relatively coherent	There are problems with	
			argument expressed in	the organization or	
			clear and mostly	grammar of the paper.	

Applicable to students admitted in Semester A 2022/23 and thereafter

			accurate English and	The paper is partially	
			within the word limit.	incomprehensible due	
				to a large number of	
				language inaccuracies.	
				language maccuracies.	
Final Project In-	Organization/ Delivery/	The presentation	The presentation	The presentation	The presentation does
<b>Class Presentation</b>	Grammar/ Effectiveness/	provides a very clear	provides a clear	provides a marginal	not identify an issue
	Timing of presentation	and insightful analysis.	analysis. It draws upon	analysis. It exhibits	relevant to the course.
	It draws effectively	evidence from various	insufficient evidence	The presentation is	
		upon evidence from	types of data collected,	from data collected, and	incomplete or largely incomprehensible due
	various types of data	and synthesizing	may lack a coherent	to poor organization or	
		collected, and	findings into an	explanation.	significant problems in
		synthesizing findings	argument.	The presentation is	the standard of the spoken English.
		into a coherent	The presentation is well	partially	sponon English
		argument.	organized, delivered in largely accurate, fluent and idiomatic English, and within the time	incomprehensible due to poor organization or	
		The presentation is very		the standard of the	
		· · ·		spoken English.	
		well organized,	limit.		
		delivered in clear and			
		accurate, fluent and			
		idiomatic English, and			
		within the time limit.			
		D 111	D 111 1	<b>D</b> 111 11	D11
Individual Essay	Content, language and style	Provided a very thorough and critical	Provided a good analysis supported by	Provided a marginal analysis without	Did not complete the essay or did not provide
		analysis strongly	evidence. The	sufficient support. The	evidence for the
		supported by ample	discussion or argument	discussion or argument	analysis. The discussion
		evidence. The	is coherent and	demonstrates little	or argument is
		discussion or argument	reasonably developed,	coherence and	incoherent and
		is extremely coherent	with good integration	development, with little	fragmented, and the
		and well developed,	between the various	integration between the	various parts of the

with excellent integration between the various parts of the	parts of the paper.	various parts of the paper.	paper are not integrated.
paper.			

# Applicable to students admitted before Semester A 2022/23

Assessment	Criterion	Excellent	Good	Fair	Marginal	Failure
Task		(A+, A, A-)	(B+, B, B-)	(C+, C, C-)	(D)	(F)
Class	Active	Actively and	Actively	Adequately	Marginally	Failed to
Participation	participation in	verbally	participated in and	participated in and	participated in and	participate in
	and contributions	participated in and	contributed to	contributed to most in-	contributed to in-	and contribute
	to all in-class	contributed to all	almost all in-class	class tasks, activities,	class tasks,	to in-class
	tasks, activities,	in-class tasks,	tasks, activities,	and discussions.	activities, and	tasks, activities,
	discussions.	activities, and	and discussions.	Satisfactory	discussions.	and
		discussions.	Satisfactory	attendance and	Attendance and	discussions.
		An excellent record	attendance and	punctuality.	punctuality not fully	Attendance and
		of attendance and	punctuality.	Frequently	satisfactory and/or	punctuality
		participation.	Generally	participated actively	participation in class	were
		Attended all classes	participated	and constructively in	and group activities	unsatisfactory.
		punctually, always	actively and	class and group	was inconsistent.	Did not
		participated	constructively in	activities.		meaningfully
		actively and	class and group			engage with
		constructively in	activities.			class and group
		class and group				activities.
		activities.				
Final Project	Written paper on a	Analyzed and	Analyzed and	There may be some	There are serious	Unable to
	topic that presents	presented a	presented a	inaccuracies in	flaws and/or	apply the
	data collected and	sociolinguistic	sociolinguistic	understanding the	inaccuracies in	theories in an
	analyzed using a	issue very clearly	issue clearly,	sociolinguistic issue	understanding the	accurate way,

	sociolinguistic	and insightfully,	applying the	under investigation.	sociolinguistic issue	present a
	perspective.	applying the	theoretical	Sufficient evidence	under investigation.	coherent
		theoretical	framework fairly	may not be provided.	Sufficient evidence	analysis and/or
		framework,	accurately giving	The paper may lack	is not provided. The	communicate
		accurately giving	evidence from	focus or be poorly	paper lacks focus or	in written
		evidence from data	data collected, and	argued. There may be	is poorly argued.	English to an
		collected, and	synthesizing	problems with the	There are serious	acceptable
		synthesizing points	points into a	organization or	problems with the	standard.
		into a coherent	relatively coherent	grammar of the paper.	organization or	
		argument expressed	argument	The paper may exceed	grammar of the	
		in clear and	expressed in clear	the word limit.	paper. The paper is	
		accurate English	and mostly		incomplete or	
		and within the	accurate English		incomprehensible	
		word limit.	and within the		due to a large	
			word limit.		number of language	
					inaccuracies.	
Final Project	Organization/	The presentation	The presentation	The presentation	The presentation	The
In-Class	Delivery/	provides a very	provides a clear	provides an adequate	provides a poor	presentation
Presentation	Grammar/	clear and insightful	analysis. It draws	analysis. It draws upon	analysis. It exhibits	does not
	Effectiveness/	analysis. It draws	upon evidence	some evidence from	insufficient evidence	identify an
	Timing of	effectively upon	from various types	data collected, and	from data collected,	issue relevant
	presentation	evidence from	of data collected,	synthesizing findings	and may lack an	to the course.
	presentation	various types of	and synthesizing	into a coherent	explanation, or a	The
		data collected, and	findings into an	argument.	coherent argument.	presentation is
		synthesizing	argument.	The presentation is	The presentation is	incomplete or
		findings into a	The presentation is	adequately organized	incomplete or	largely
		mulligs mu a	The presentation is	adequatery organized	meompiete of	largery

		coherent argument.	well organized,	and comprehensible,	partially	incomprehensi
		The presentation is	delivered in	but the standard of the	incomprehensible	ble due to poor
		very well	largely accurate,	spoken English may	due to poor	organization or
		organized,	fluent and	need improvement. It	organization or the	significant
		delivered in clear	idiomatic English,	may exceed the time	standard of the	problems in the
		and accurate, fluent	and within the	limit.	spoken English.	standard of the
		and idiomatic	time limit.			spoken
		English, and within				English.
		the time limit.				
Individual	Content, language	Provided a very	Provided a good	Provided an adequate	Provided a marginal	Did not
Essay	and style	thorough and	analysis supported	analysis with some	analysis within	complete the
		critical analysis	by evidence. The	support. The	incomplete support.	essay or did not
		strongly supported	discussion or	discussion or	The discussion or	provide
		by ample evidence.	argument is	argument is somewhat	argument	evidence for
		The discussion or	coherent and	coherent and	demonstrates little	the analysis.
		argument is	reasonably	developed, with some	coherence and	The discussion
		extremely coherent	developed, with	integration between	development, with	or argument is
		and well	good integration	the various parts of the	little integration	incoherent and
		developed, with	between the	paper.	between the various	fragmented,
		excellent	various parts of		parts of the paper.	and the various
		integration between	the paper.			parts of the
		the various parts of				paper are not
		the paper.				integrated.

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, dialect, diglossia, register, world Englishes, style, codeswitching, speech community, discourse analysis, politeness, language and ideology, 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.	Mooney, A., & Evans, B. (2015). Language, society & power: An introduction. London and
	New York: Routledge.
2.	Holmes, J. (2012). An introduction to sociolinguistics. Harlow: Pearson Longman.

### 2.2 Additional Readings

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

1.	Mooney, A. et al. (2011). The language, society & power reader. London: Routledge.
2.	Li, E. S. H. (2015). Language, society and culture in Hong Kong. Hong Kong: The Open
	University Press.