# City University of Hong Kong Course Syllabus

# offered by Department of English with effect from Semester A 2024 / 2025

Part I Course Overv	view
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
Precursors: (Course Code and Title)	Nil
Equivalent Courses: (Course Code and Title)	Nil
Exclusive Courses: (Course Code and Title)	Nil

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### Part II Course Details

### 1. Abstract

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.

### 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		ery-en	
		(if		ılum re	
		applicable)		ng outco	
			\ <u>*</u>	e tick	where
			approp	riate)	
			AI	A2	A3
1.	Describe theoretical concepts in sociolinguistics such as		X		
	language variation, code choice, speech community,				
	identity, gender, code-switching, and world Englishes.				
2.	Discuss and apply key issues and concepts through in-class		X	X	
	participation and online exchanges.				
3.	Research and analyze selected key issues and concepts in		X	X	
	language and society in depth through comparing and				
	contrasting different contexts.				
4.	Evaluate the selected concepts and key issues to local and		X	X	X
	global contexts and collaboratively create solutions and				
	recommendations.				
		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 real-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.

Learning and Teaching Activities (LTAs)
(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CIL	O No.				Hours/week
	-	1	2	3	4		(if applicable)
1	Students will participate in interactive	X	X				
	lectures, discussions, tasks, and						
	activities.						
	Students will learn to describe 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.						
2	Students will engage in discussions of	X	X				
	required readings and selected articles						
	to develop an in-depth understanding						
	of sociolinguistic concepts relevant to						
	the study of language use and						
	language education.						
3	Students will engage in group work to	X		X	X		
	research and investigate a particular						
	sociolinguistic issue of their choice.						
	Specifically, students will work in						
	small teams to research a key concept						
	of their choice related to language,						
	education and society.						

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CI	LO N	0.		Weighting	Remarks
G : 100	1	2	3	4		
Continuous Assessment: 100 Class Participation	<u>%</u> X	X	X	X	20%	T 1' '1 1 D 1
Class I al ticipation	A	Λ	Λ	Λ	2070	Individual: Based on
						how frequently,
						actively, and
						constructively students
						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		1	X	X	50%	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
		1	<u> </u>			Students will apply

							analytical methods in their analysis. Students will also have the opportunity to identify and reflect on language, society, education, and identity.
In-class Test	X	X	X	X		30%	Individual: The test will be designed to test students' understanding of theoretical concepts from lectures and readings. It will also test students' application of knowledge.
Examination: 0 % (duration:			, if	appli	cable	1000/	

100%

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

# Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

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

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		and insightfully,	applying the	under investigation.	sociolinguistic	analysis and/or
		applying the	theoretical	Sufficient evidence	issue under	communicate in
		theoretical	framework fairly	may not be provided.	investigation.	written English to
		framework,	accurately giving	The paper may lack	Sufficient evidence	an acceptable
		accurately giving	evidence from data	focus or be poorly	is not provided.	standard.
		evidence from data	collected, and	argued. There may	The paper lacks	
		collected, and	synthesizing points	be problems with the	focus or is poorly	
		synthesizing points	into a relatively	organization or	argued. There are	
		into a coherent	coherent argument	grammar of the	serious problems	
		argument expressed	expressed in clear	paper. The paper	with the	
		in clear and	and mostly accurate	may exceed the word	organization or	
		accurate English	English and within	limit.	grammar of the	
		and within the word	the word limit.		paper. The paper is	
		limit.			incomplete or	
					incomprehensible	
					due to a large	
					number of language	
					inaccuracies.	
In-class Test	The test will be marked	Demonstrated	Demonstrated good	Demonstrated	Demonstrated very	Unable to
	according to the accuracy	excellent skills in	skills in describing,	adequate skills in	limited skills in	demonstrate skills
	of the answers. Correct	describing,	explaining,	describing,	describing,	in describing,
	answers will be awarded	explaining,	analyzing,	explaining,	explaining,	explaining,
	full marks of the	analyzing,	comparing and	analyzing, comparing	analyzing,	analyzing,
	respective questions, half-	comparing and	evaluating	and evaluating	comparing and	comparing and
	correct answers will be	evaluating	sociolinguistic	sociolinguistic	evaluating	evaluating
	awarded half of the marks	sociolinguistic	concepts and	concepts and	sociolinguistic	sociolinguistic

devoted to the respective	concepts and	showed a relatively	communicated with	concepts and used	concepts and
questions, and wrong or	consistently	high degree of	reasonable accuracy	simple structures	showed only
irrelevant answers will be	maintained a high	grammatical	in giving	correctly in giving	limited control of a
awarded zero.	degree of	control in giving	descriptions,	descriptions,	few simple
	grammatical	descriptions,	explanations,	explanations,	grammatical
	accuracy in giving	explanations,	analyses,	analyses,	structures and
	descriptions,	analyses,	comparisons and	comparisons and	sentence patterns in
	explanations,	comparisons and	evaluations.	evaluations.	giving descriptions,
	analyses,	evaluations.			explanations,
	comparisons and				analyses,
	evaluations.				comparisons and
					evaluations.

# Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Criterion	Excellent	Good	Marginal	Failure
	(A+, A, A-)	(B+, B)	(B-, C+, C)	(F)
Active participation in and	Actively and verbally	Actively participated in	Marginally participated	Failed to participate in
	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.	sions.	Attendance and	Attendance and
	An excellent record of attendance and participation. Attended all classes punctually, always participated	Satisfactory attendance and punctuality. Generally participated actively and constructively in class	satisfactory and/or participation in class and group activities was inconsistent.	punctuality were unsatisfactory. Did not meaningfully engage with class and group activities.
		Active participation in and contributions to all in-class tasks, activities, discussions.  Actively and verbally participated in and contributed to all in-class tasks, activities, and discussions.  An excellent record of attendance and participation. Attended all classes punctually,	Active participation in and contributions to all in-class tasks, activities, discussions.  Actively and verbally participated in and contributed to all inclass tasks, activities, and discussions.  An excellent record of attendance and participation. Attended all classes punctually, always participated  (A+, A, A-)  Actively participated in and contributed to almost all in-class tasks, activities, activities, and discussions.  Satisfactory attendance and punctuality.  Generally participated actively and constructively in class	Active participation in and contributions to all in-class tasks, activities, discussions.  Actively and verbally participated in and contributed to all in-class tasks, activities, discussions.  Actively participated in and contributed to almost all in-class tasks, activities, activities, and discussions.  An excellent record of attendance and participation. Attended all classes punctually, always participated  (A+, A, A-)  Actively participated in Marginally participated in and contributed to in-class tasks, activities, activities, and discussions.  Satisfactory attendance and punctuality.  Generally participated actively and constructively in class and group activities was inconsistent.

Final Project	Written paper on a topic that presents data collected and analyzed using a sociolinguistic perspective.	constructively in class and group activities.  Analyzed and presented a sociolinguistic issue very clearly and insightfully, applying the theoretical framework, accurately giving evidence from data collected, and synthesizing points into a coherent argument expressed in clear and accurate English and within the word limit.	Analyzed and presented a sociolinguistic issue clearly, applying the theoretical framework fairly accurately giving evidence from data collected, and synthesizing points into a relatively coherent argument expressed in clear and mostly accurate English and within the word limit.	There are flaws and/or inaccuracies in understanding the sociolinguistic issue under investigation. Evidence is not sufficiently provided. The paper lacks focus. There are problems with the organization or grammar of the paper. The paper is partially incomprehensible due to a large number of language inaccuracies.	Unable to apply the theories in an accurate way, present a coherent analysis and/or communicate in written English to an acceptable standard.
In-class Test	The 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.	Demonstrated excellent skills in describing, explaining, analyzing, comparing and evaluating sociolinguistic concepts and consistently maintained a high degree of grammatical accuracy in giving descriptions, explanations, analyses, comparisons and	Demonstrated good skills in describing, explaining, analyzing, comparing and evaluating sociolinguistic concepts and showed a relatively high degree of grammatical control in giving descriptions, explanations, analyses, comparisons and evaluations.	Demonstrated very limited skills in describing, explaining, analyzing, comparing and evaluating sociolinguistic concepts and used simple structures correctly in giving descriptions, explanations, analyses, comparisons and evaluations.	Unable to demonstrate skills in describing, explaining, analyzing, comparing and evaluating sociolinguistic concepts and showed only limited control of a few simple grammatical structures and sentence patterns in giving descriptions, explanations, analyses,

	evaluations.		comparisons and evaluations.

### 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, 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.