

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Linguistics and Translation  
with effect from Semester A 2024 / 25**

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**Part I Course Overview**

<b>Course Title:</b>	<u>Language and Culture in Society</u>
<b>Course Code:</b>	<u>LT5904</u>
<b>Course Duration:</b>	<u>One Semester</u>
<b>Credit Units:</b>	<u>3</u>
<b>Level:</b>	<u>P5</u>
<b>Medium of Instruction:</b>	<u>English</u>
<b>Medium of Assessment:</b>	<u>English</u>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<u>CTL5902 Language, Ideology and Society / LT5902 Language, Ideology and Society</u>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<u>Nil</u>

## Part II Course Details

### 1. Abstract

This course aims to (i) enable students to explore the ways in which language and culture are mutually embedded in one another and can be advantageously studied in a social context; (ii) increase awareness of discourse both as a means of cultural and social reproduction and resistance; (iii) enhance students' skills in critiquing cultural and social issues by means of rigorous discourse analysis; (iv) equip students as a new generation of critical-thinking translators and linguists.

### 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 how language and culture are mutually embedded and can be usefully studied in a social context.		✓	✓	
2.	Perform critical analysis of discourses to reveal their underlying assumptions and competing ideologies.		✓	✓	✓
3.	Critically analyse and comment on the cultural and social issues of the day.		✓	✓	
4.	Apply critical insights to their area of specialization (linguistics or translation studies) as appropriate.		✓	✓	✓
		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.*

### 3. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

The course is delivered in a blended mode. Lectures will be recorded prior to the in-person meeting hour. Students can revisit online lectures to reinforce learning and prepare before-hand. Pre-recorded lectures are supplemented by face-to-face class activities focusing on team-based learning, application, quizzes, discussions and Q&A.

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	<b>Reading</b> Students will engage in reading academic books and articles and media materials	✓	✓	✓	✓			
2	<b>Pre-recorded lecture –</b> Students will engage with the basic concepts and theories, explanation, illustration and analysis of discourse samples in the pre-recorded lecture.	✓	✓	✓	✓			
3	<b>Face-to-face class activities</b> Students will participate in in-class discussion of outstanding issues from the lectures; in-class critical reading exercises followed by free discussion with teacher participation	✓	✓	✓	✓			
4	<b>Research paper</b> Students will work on a topic covered in the course and write a research paper	✓	✓	✓	✓			

### 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				
Continuous Assessment: 70%								
<b>Research Paper</b> Students will research either in group or individually on a selected topic and write an essay of 1,500-2,000 words.	✓	✓	✓	✓			30%	
<b>In-class Activities</b> Students will engage in text analysis and discussion in groups.	✓	✓	✓	✓			20%	
<b>Quiz</b> Students will be required to complete a final quiz to reinforce their understanding of the subject knowledge and applications.	✓	✓	✓	✓			20%	
Examination: 30% (duration: 2 hours, if applicable)								
							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 Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Research Paper	Ability to integrate and apply knowledge learnt and present new insights	Abundant evidence of insightful integration, and eloquent argumentation	Significant evidence of insightful integration and clear argumentation	Basic evidence of integration but argumentation can be improved	Marginal evidence of integration but argumentation is problematic	Unacceptable evidence of integration and unacceptable argumentation
2. In-class Activities	Ability to identify and apply the subject knowledge through various class activities	Abundant evidence of understanding, application and critique and eloquent argumentation	Significant evidence of understanding, application and critique and clear argumentation	Basic evidence of understanding, application and critique but argumentation can be improved	Marginal evidence of understanding, application and critique but argumentation is problematic	Unacceptable evidence of insightful integration and unacceptable argumentation
2. Quiz	Ability to show understanding of subject knowledge and applications	Abundant evidence of understanding and eloquent argumentation	Significant evidence of understanding and clear argumentation	Basic evidence of understanding but argumentation can be improved	Marginal evidence of understanding but argumentation is problematic	Unacceptable evidence of insightful integration and unacceptable argumentation
3. Examination	Ability to understand subject knowledge and apply it to the critique of unseen passages	Abundant evidence of understanding, application and critique and eloquent argumentation	Significant evidence of understanding, application and critique and clear argumentation	Basic evidence of understanding, application and critique but argumentation can be improved	Marginal evidence of understanding, application and critique but argumentation is problematic	Unacceptable evidence of insightful integration and unacceptable argumentation

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Research Paper	Ability to integrate and apply knowledge learnt and present new insights	Abundant evidence of insightful integration, and eloquent argumentation	Significant evidence of insightful integration and clear argumentation	Basic evidence of integration but argumentation can be improved	Unacceptable evidence of insightful integration and unacceptable argumentation
2. In-class Activities	Ability to identify and apply the subject knowledge through various class activities	Abundant evidence of understanding, application and critique and eloquent argumentation	Significant evidence of understanding, application and critique and clear argumentation	Basic evidence of understanding, application and critique but argumentation can be improved	Unacceptable evidence of insightful integration and unacceptable argumentation
3. Quiz	Ability to show understanding of subject knowledge and applications	Abundant evidence of understanding and eloquent argumentation	Significant evidence of understanding and clear argumentation	Basic evidence of understanding but argumentation can be improved	Inadequate evidence of insightful integration and unacceptable argumentation
4. Examination	Ability to understand subject knowledge and apply it to the critique of unseen passages	Abundant evidence of understanding, application and critique and eloquent argumentation	Significant evidence of understanding, application and critique and clear argumentation	Basic evidence of understanding, application and critique but argumentation can be improved	Unacceptable evidence of insightful integration and unacceptable argumentation

### 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.)

critical applied linguistics; sociolinguistics and power; gender and language; race and class; critical discourse analysis; cohesion and coherence; metaphor and translation; advertising discourse; press release and crisis management; political discourse analysis; translation and culture.

#### 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.	Bloor, M. & Bloor, T. (2007). <i>The practice of critical discourse analysis</i> . London: Hodder Arnold.
2.	Fairclough, I. & Fairclough, N. (2012). <i>Political discourse analysis: a method for advanced students</i> . Abingdon: Routledge.
3.	Pennycook, A. (2001). <i>Critical applied linguistics: a critical introduction</i> . Mahwah, N.J.: L. Erlbaum.

##### 2.2 Additional Readings

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

1.	Charteris-Black, J. (2005). <i>Politicians and rhetoric: The persuasive power of metaphor</i> . New York: Palgrave Macmillan.
2.	Fairclough, N. (2010). <i>Critical discourse analysis: the critical study of language</i> . Harlow: Longman.
3.	Pennycook, A. (1998). <i>English and the discourses of colonialism</i> . London; New York: Routledge.