City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2018 / 19

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
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

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 (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Understand and describe theoretical concepts in sociolinguistics such as language variation, code choice, speech community, identity, gender, code-switching, and world Englishes.		X		
2.	Critically discuss and apply key issues and concepts through in-class participation and online exchanges.		X	X	
3.	Research and analyze selected key issues and concepts in language and society in depth through comparing and contrasting different contexts.		X	X	
4.	Evaluate the selected concepts and key issues to local and global contexts and collaboratively create solutions and recommendations.		X	X	X
		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			
1	Participation 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 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					
3	Students research and investigate a particular sociolinguistic issue of their choice. Specifically, students work in small teams to research a key concept of their choice related to language, education and society.	X		X	X			

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: 100 %								
Class Participation	X	X	X	X			20%	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			X	X			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.
Final Project In-Class Presentation			X	X			20%	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.
Individual Essay	X	X	X	X			30%	Individual: Students reflects on the relevance of sociolinguistic issues to their personal lives and identities.
Examination:__0%_								
							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)
Class Participation	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, always participated actively and constructively in class and group activities.	Actively participated in and contributed to almost all in-class tasks, activities, and discussions. Satisfactory attendance and punctuality. Generally participated actively and constructively in class and group activities.	Adequately participated in and contributed to most in-class tasks, activities, and discussions. Satisfactory attendance and punctuality. Frequently participated actively and constructively in class and group activities.	Marginally participated in and contributed to in-class tasks, activities, and discussions. Attendance and punctuality not fully satisfactory and/or participation in class and group activities was inconsistent.	Failed to participate in and contribute to in-class tasks, activities, and discussions. Attendance and punctuality were unsatisfactory. Did not meaningfully engage with class and group activities.
Final Project	Written paper on a topic that presents data collected and analyzed using a sociolinguistic	Analyzed and presented a sociolinguistic issue very clearly and insightfully,	Analyzed and presented a sociolinguistic issue clearly, applying the	There may be some inaccuracies in understanding the sociolinguistic issue under investigation.	There are serious flaws and/or inaccuracies in understanding the sociolinguistic issue	Unable to apply the theories in an accurate way, present a

	perspective.	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.	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.	Sufficient evidence may not be provided. The paper may lack focus or be poorly argued. There may be problems with the organization or grammar of the paper. The paper may exceed the word limit.	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 paper. The paper is incomplete or incomprehensible due to a large number of language inaccuracies.	coherent analysis and/or communicate in written English to an acceptable standard.
Final Project In-Class 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, and synthesizing findings into a coherent argument.	The presentation provides a clear analysis. It draws upon evidence from various types of data collected, and synthesizing findings into an argument. The presentation is well organized,	The presentation provides an adequate analysis. It draws upon some evidence from data collected, and synthesizing findings into a coherent argument. The presentation is adequately organized and comprehensible,	The presentation provides a poor analysis. It exhibits insufficient evidence from data collected, and may lack an explanation, or a coherent argument. The presentation is incomplete or partially	The presentation does not identify an issue relevant to the course. The presentation is incomplete or largely incomprehensi

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