

City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2017 / 18

Part I Course Overview

Course Title: Language and Culture in Society

Course Code: LT5904

Course Duration: One 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) CTL5902 Language, Ideology and Society / LT5902 Language, Ideology and Society

Exclusive Courses:
(Course Code and Title) Nil

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.	Become more informed and critical observers and commentators 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 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	Reading academic books and articles and media materials	✓	✓	✓	✓			
2	Lecture – basic concepts and theories, explanation and illustration, in-class analysis of discourse samples	✓	✓	✓	✓			
3	Class activities – in-class discussion of outstanding issues from the lectures; in-class critical reading exercises followed by free discussion with teacher participation	✓	✓	✓	✓			
4	Written assignment on assigned and/ or self-chosen topics	✓	✓	✓	✓			

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: 60%								
Written assignment	✓	✓	✓	✓			35%	
Quiz	✓	✓	✓	✓			25%	
Examination: 40% (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.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Written assignment	Ability to integrate and apply knowledge learnt and present new insights	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Quiz	Ability to show understanding of subject knowledge and applications	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Examination	Ability to understand subject knowledge and apply it to the critique of unseen passages	High	Significant	Moderate	Basic	Not even reaching marginal levels

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; colonial and postcolonial discourse; language rights and linguistic imperialism; the politics of knowledge.

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.	Pennycook, A. (2001). <i>Critical applied linguistics: a critical introduction</i> . Mahwah, N.J.: L. Erlbaum.
2.	Bloor, M. & Bloor, T. (2007). <i>The practice of critical discourse analysis</i> . London: Hodder Arnold.
3.	Fairclough, N. (2010). <i>Critical discourse analysis: the critical study of language</i> . Harlow: Longman.
4.	Fairclough, I. & Fairclough, N. (2012). <i>Political discourse analysis: a method for advanced students</i> . Abingdon: Routledge.

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.	Pennycook, A. (1998). <i>English and the discourses of colonialism</i> . London; New York: Routledge.
3.	Said, E. (1983). <i>The world, the text, and the critic</i> . London: Vintage.