

**City University of Hong Kong
Course Syllabus**

**offered by Department of Linguistics and Translation
with effect from Semester A 2022 / 23**

Part I Course Overview

Course Title:	<u>Language and Culture in Society</u>
Course Code:	<u>LT5904</u>
Course Duration:	<u>One Semester</u>
Credit Units:	<u>3</u>
Level:	<u>P5</u>
Medium of Instruction:	<u>English</u>
Medium of Assessment:	<u>English</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>CTL5902 Language, Ideology and Society / LT5902 Language, Ideology and Society</u>
Exclusive Courses: <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.	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	Research-based paper on a topic covered in the course	✓	✓	✓	✓			

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%								
Research Paper	✓	✓	✓	✓			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.)

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

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. 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
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	Unacceptable evidence of insightful integration and unacceptable argumentation

Applicable to students admitted before Semester A 2022/23

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. 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

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.