

City University of Hong Kong
Course Syllabus

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

Part I Course Overview

Course Title: Sociolinguistics

Course Code: LT5408

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) CTL5408 Sociolinguistics

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course aims to address issues related to the subfield of linguistics that is concerned with how social factors interact with language. Through Structured, Active and In-class Learning, students will learn about how our social contexts and identities shape how we use language, which in turn influences how others perceive us. Students will also learn about how social influences on language can contribute to language change over time.

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 major sociolinguistic concepts and identify major issues in the field		✓	✓	✓
2.	Grasp important literature in sociolinguistics		✓	✓	✓
3.	Provide critical review of the literature		✓	✓	✓
4.	Apply sociolinguistic concepts in analysing language data		✓	✓	✓
5.	Conduct independent research on a particular topic, discovering and assessing issues relevant to sociolinguistic situations in various speech communities		✓	✓	✓
		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.)

LTA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
1	Lectures: Students will learn the subject matter, explain the key concepts and provide ample examples from the textbook and reference materials through learning-centred classes.	✓	✓	✓	✓	✓	
2	Reading: Students will engage in guided readings of textbook chapters that are closely related to the topics of the lectures.	✓	✓	✓	✓	✓	
3	Class discussion and exercises: Students will learn the practical tools of how to solve linguistic problems through in-class group discussions and well-designed exercises.	✓	✓	✓	✓	✓	
4	Independent learning: Students will be provided with useful references at the beginning of the semester and updated from time to time, and students are advised to refer to these materials for independent learning.	✓	✓	✓	✓	✓	

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	5		
Continuous Assessment: 100%							
Projects: require the students to work as a research team or as an individual. Students may identify a sociolinguistic topic and submit a research project on this proposal. Project 1 and 2 will be written individually. Project 3 will be a group presentation.	✓	✓	✓	✓	✓	50%	
In-class Group work: In class, students will work in small groups on structured activities to deepen their understanding of major issues in sociolinguistics.	✓	✓	✓	✓	✓	30%	
Sociolinguistic Reflections: Throughout the semester, Students will write about short pieces reflecting on the course content and connecting it to their everyday life	✓	✓	✓	✓	✓	10%	
Reading Comprehension: Students will complete assigned reading	✓	✓	✓	✓	✓	10%	

comprehension tasks to demonstrate their ability to understand essential readings.								
Examination: % (duration: , 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 Projects	Demonstrate ability to master the course content through writing	Excellent knowledge, creativity, language proficiency and team work.	Good knowledge, creativity, language proficiency and team work.	Adequate knowledge, creativity, language proficiency and team work.	Marginal knowledge, creativity, language proficiency and team work.	Poor knowledge, creativity, language proficiency and team work.
2. In-class Group Work	Demonstrate ability to discuss and analyse sociolinguistic issues	Excellent knowledge and competence in discussing and analysing sociolinguistic issues.	Good knowledge and competence in discussing and analysing sociolinguistic issues.	Adequate knowledge and competence in discussing and analysing sociolinguistic issues.	Marginal familiarity with the subject matter and fair discussion and analysis of sociolinguistic issues.	Poor familiarity with the subject matter and poor discussion and analysis of sociolinguistic issues.
3. Sociolinguistic Reflections	Demonstrate ability to reflect on sociolinguistic issues in everyday language use.	Excellent knowledge and competence in discussing and analysing sociolinguistic issues.	Good knowledge and competence in discussing and analysing sociolinguistic issues.	Adequate knowledge and competence in discussing and analysing sociolinguistic issues.	Marginal familiarity with the subject matter and fair discussion and analysis of sociolinguistic issues.	Poor familiarity with the subject matter and poor discussion and analysis of sociolinguistic issues.
4. Reading Comprehension	Demonstrate ability to understand crucial points in assigned readings	Excellent mastery of assigned readings	Good mastery of assigned readings	Adequate mastery of assigned readings	Marginal mastery of assigned readings	Poor mastery of assigned readings

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 Projects	Demonstrate ability to master the course content through writing	Excellent knowledge, creativity, language proficiency and analysis.	Good knowledge, creativity, language proficiency and analysis.	Marginal knowledge, creativity, language proficiency and analysis.	Poor knowledge, creativity, language proficiency and analysis.
2. In-class Group Work	Demonstrate ability to discuss and analyse sociolinguistic issues	Excellent knowledge and competence in discussing and analysing sociolinguistic issues.	Good knowledge and competence in discussing and analysing sociolinguistic issues.	Marginal familiarity with the subject matter and marginal discussion and analysis of sociolinguistic issues.	Poor familiarity with the subject matter and poor discussion and analysis of sociolinguistic issues.
3. Sociolinguistic Reflections	Demonstrate ability to reflect on sociolinguistic issues in everyday language use.	Excellent knowledge and competence in discussing and analysing sociolinguistic issues.	Good knowledge and competence in discussing and analysing sociolinguistic issues.	Marginal familiarity with the subject matter and marginal discussion and analysis of sociolinguistic issues.	Poor familiarity with the subject matter and poor discussion and analysis of sociolinguistic issues.
4. Reading Comprehension	Demonstrate ability to understand crucial points in assigned readings	Excellent mastery of assigned readings	Good mastery of assigned readings	Marginal mastery of assigned readings	Poor mastery of assigned readings

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.)

Introduction to sociolinguistics; language, dialects and varieties; pidgin, creole, and lingua-franca; bilingualism and diglossia; code switching and code mixing; speech community; regional and social variation; variation studies; language, culture and thought; solidarity and politeness; speech acts; language and gender; language and power; Language planning and language policy – the case in Hong Kong, and in China; English as an International Language

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.	Wardhaugh, R. & Fuller, J. (2015) <i>An Introduction to Sociolinguistics</i> . 7th edition. Oxford: Wiley Blackwell.
2.	Van, Herk, Gerard. (2012) <i>What is Sociolinguistics?</i> John Wiley & Sons.

2.2 Additional Readings

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

Books	
1.	Downes, W. (1984) <i>Language and Society</i> . London: Fontana.
2.	Fasold, R. (1984) <i>The Sociolinguistics of Society</i> . Oxford: Blackwell.
3.	Fasold, R. (1990) <i>Sociolinguistics of Language</i> . Oxford: Blackwell.
4.	Holmes, J. (2013) <i>An Introduction to Sociolinguistics</i> . Essex: Pearson.
5.	Hudson, R.A. (1996) <i>Sociolinguistics</i> . Cambridge: C.U.P.
6.	Labov, W. (1972) <i>Sociolinguistic Patterns</i> . Philadelphia: U. of Pennsylvania Press.
7.	Lord, R. & B. K.Y. Tsou (1985) <i>The Language Bomb</i> . Hong Kong: Longman.
8.	陳原 (1984) 《社會語言學》 香港：商務印書館。
9.	黃宣範 (1994) 《語言、社會與族群意識》 台北：文鶴出版有限公司。
10.	鄒嘉彥、游汝傑 (2001) 《漢語與華人社會》 香港：香港城市大學出版社。
11.	徐大明、陶紅印、謝天蔚 (1997) 《當代社會語言學》，北京：中國社會科學出版社。
12.	Liang, S. (2015). <i>Language Attitudes and Identities in Multilingual China: A Linguistic Ethnography</i> . Springer.
13.	Zhou, M. (2019). <i>Language ideology and order in rising China</i> . Palgrave MacMillan.
14.	Wang, D. (2019). <i>Multilingualism and translanguaging in Chinese language classrooms</i> . Palgrave MacMillan.
Online resources	
1.	<u>Sociolinguistics</u> by Walt Wolfram. Language as social behavior, language attitudes.
2.	<u>Discourse Analysis</u> by Deborah Tannen. Discourse and frames, turn-taking, discourse markers, speech acts.
3.	<u>Multilingualism</u> by Guadalupe Valdés. Multilingualism and bilingualism.
4.	<u>Georgetown: Sociolinguistics Resources</u> Links to sociolinguistics resources on the web.
5.	<u>Language Policy Web Site</u> James Crawford's site on language policy, including English Only movement, English Plus, bilingual education, endangered languages, and language rights.