

GE2140: LANGUAGE AND VOICE IN MARGINALIZED COMMUNITIES

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Language and Voice in Marginalized Communities

Subject Code

GE - Gateway Education

Course Number

2140

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

A1, A2 - Associate Degree
B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)

Area 1 - Arts and Humanities

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course is an introduction to some concepts about language through a focus on language use related to marginalized groups of people. The course provides the students with an understanding of what language is from two aspects: the relationship between language and experiences of marginalization, and the role of language in raising marginalized voices. In class, through lectures and class activities, students not only learn more about particular marginalized communities, but also learn how to apply sociolinguistic tools to think about the function of the language in the world. Meanwhile, students are encouraged to pay more attention to marginalized communities and relevant social issues from out-of-class activities. Students will also present their thinking and reflection through in-class discussions, assignments, and the final group video project.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1 Apply an open attitude towards marginalized communities and experiences;		x		
2 Explore the complexity of language in social world;		x	x	
3 Critically reflect on and communicate the social issues in marginalized communities based on sociolinguistic perspectives;		x	x	x
4 Examine and explain the role of language in experience, voice and marginalization through theories learned in class		x	x	x

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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Lectures: Students will learn relevant concepts from sociolinguistics related to language, voice and experience, and the specific situation of particular marginalized groups. This is meant to students are aware of ethical and social values and responsibilities, and at the same time gain knowledge about sociolinguistic methodologies.	1, 2
2	In-class activities	(1) In-class reflections and assignments: Individually, in small groups, or as a whole class, students will reflect on lecture materials, theories, and how they can apply theories and methodologies to real-world social issues. Students will report on these reflections through small assignment submissions and through this, demonstrate their ability to engage in critical thinking and work in both a self-directed way and as a part of a team. 2) Students will participate in the workshops that help them finish their group video project. In the workshops, students will be given guidance and have time to discuss their project with group members. Students will receive feedback from the teacher to help them finalise their idea for the project.	1, 2, 3, 4

3	Out-of-class activity: fieldwork or city walk	<p>Students will engage with marginalized communities and tips for doing fieldwork with these communities. Students will also be introduced to the idea of “a city walk” in neighbourhoods or areas of Hong Kong that have some special significance for these communities.</p> <p>Students can choose either fieldwork or a city walk, depending on their interests, and they can choose the place of observation by themselves according to the criteria. After making their observations through either fieldwork or city walk, students will be required to complete the reflective writing (details below).</p> <p>The out-class activity aims to provide students an opportunity to cultivate their self-directed learning ability and develop their global awareness.</p>	1, 2, 3, 4	One time throughout the whole semester
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	In-class activities Students will be assessed from their participation in in-class activities.	1, 2, 3, 4	10	

2	<p>Reflective writing Students are required to submit a short reflective writing of around 800-1000 words about their one-time fieldwork or city walk. The writing should include observation of language use and experience among marginalized groups of people and make connections between this out-of-class activity and theories learned in class.</p> <p>In the reflective writing, students are required to demonstrate their capacity for self-directed learning ability, critical thinking skills and the ability to produce a well-organised and fluent text.</p>	1, 2, 3, 4	30	
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3	<p>Group video project Students will work in groups (4-8 students in a group) to complete a video project together. For this video they will choose a topic related to language and marginalized communities and create a short video to present the issues in an evidence-based way and from a sociolinguistic perspective. Videos should be between 5-7 minutes long.</p> <p>In completing this task students will have a chance to develop their oral communication skills and cooperation as a part of a team. Furthermore, the project will give them an opportunity to use innovative and creative means through which to demonstrate their learning, and to increase their global awareness and their socially responsible attitudes.</p>	1, 2, 3, 4	30	
4	<p>Final test Students will be asked to sit a final test (2 hours) at the end of the course.</p> <p>This test will require them to recall the information they have learned in class about language in use, and to apply various analytical frameworks they have learned to issues concerning language and marginalized communities.</p>	1, 2, 3, 4	30	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Final test

Criterion

Understanding of course content related to sociolinguistics and marginalized communities

Excellent (A+, A, A-)

Demonstrate in-depth knowledge and a comprehensive understanding of course content.

Good (B+, B, B-)

Demonstrate coherent and good knowledge of course content.

Fair (C+, C, C-)

Demonstrate a limited knowledge of course content.

Marginal (D)

Demonstrate a very limited knowledge or inaccurate understanding of course content.

Failure (F)

No understanding of course content.

Assessment Task

Final test

Criterion

Ability to critically apply relevant concepts from class to case studies and real-world issues.

Excellent (A+, A, A-)

Apply relevant concepts correctly and in a nuanced and critical way to a variety of real-world contexts.

Good (B+, B, B-)

Apply relevant concepts correctly to real-world contexts.

Fair (C+, C, C-)

Apply relevant concepts to real-world contexts with some understanding of both the context and the concept.

Marginal (D)

Mistakes when applying relevant concepts to real-world contexts.

Failure (F)

Not able to apply relevant concepts to real-world contexts.

Assessment Task

Reflective writing

Criterion

Ability to observe and interpret real-world information

Excellent (A+, A, A-)

Ability to make specific, accurate and complex observations and interpretations based on field work / city walk.

Good (B+, B, B-)

Ability to make good observations and reasonable interpretations based on field work / city walk.

Fair (C+, C, C-)

Ability to make some accurate observations and interpretations based on field work / city walk.

Marginal (D)

Limited ability to make accurate observations and interpretations based on field work / city walk.

Failure (F)

Not able to make observations or interpretations based on field work / city walk.

Assessment Task

Reflective writing

Criterion

Ability to critically apply sociolinguistic concepts learned in class

Excellent (A+, A, A-)

Ability to apply sociolinguistic concepts to observations in an accurate, nuanced, and critical way.

Good (B+, B, B-)

Ability to apply sociolinguistic concepts to observations in a reasonable and critical way.

Fair (C+, C, C-)

Some ability to apply sociolinguistic concepts to observations.

Marginal (D)

Limited ability to apply sociolinguistic concepts to observations.

Failure (F)

No ability to apply sociolinguistic concepts to observation.

Assessment Task

Reflective writing

Criterion

Ability to produce structured, well-organised, and fluent texts

Excellent (A+, A, A-)

Rigorous organization, coherent structure, and systematic composition; clear and integrated ideas which always keep to the main point

Good (B+, B, B-)

Good organization, coherent structure.

Fair (C+, C, C-)

Fair organization, but the lack of good writing skills makes some part unclear or obscures the main point

Marginal (D)

Loose organization skills and not coherent structure, making the comments, ideas, and arguments not clear

Failure (F)

Unsystematic ideas and chaotic language organization, which cannot express the point clearly

Assessment Task

Group video project

Criterion

Quality of self-directed research

Excellent (A+, A, A-)

The students demonstrate excellent ability to conduct research on their own using both primary and secondary materials. The video includes specific information rather than generalizations. Citations are used accurately and precisely.

Good (B+, B, B-)

The students demonstrate good ability to conduct research on their own using both primary and secondary materials. The video includes sufficient specific information rather than generalizations. Citations are used appropriately.

Fair (C+, C, C-)

The information in the video is based on research but is more vague or less informative. The citations show that some research has been done but may not have been sufficiently thorough. There may also be some problems with the citations.

Marginal (D)

More significant problems exist in terms of the research.

Failure (F)

No relevant research content is presented.

Assessment Task

Group video project

Criterion

Application of knowledge

Excellent (A+, A, A-)

Excellent application of sociolinguistic notions, concepts, methods, or perspectives learned in class.

Good (B+, B, B-)

Good application of sociolinguistic notions, concepts, methods or perspectives learnt in class.

Fair (C+, C, C-)

Fair application of sociolinguistic notions, concepts, methods, or perspectives learnt in class.

Marginal (D)

Little application of sociolinguistic notions, concepts, methods, or perspectives learnt in class.

Failure (F)

No application of sociolinguistic notions, concepts, methods or perspectives learnt in class.

Assessment Task

Group video project

Criterion

Clarity of presentation and effective oral communication

Excellent (A+, A, A-)

The audio and visuals of the video are clear, and the information is communicated in a compelling way.

Good (B+, B, B-)

Most of the audio and visuals of the video are clear and the information is communicated effectively.

Fair (C+, C, C-)

The video is still watchable and understandable, but the content is less coherent.

Marginal (D)

More significant issues -- i.e. lack of clarity.

Failure (F)

The audio and visuals are chaotic and cannot express the main points.

Part III Other Information**Keyword Syllabus**

Sociolinguistics; language and society; linguistic ethnography; marginalized communities; language and migration; language and experience; voice

Reading List**Compulsory Readings**

	Title
1	Blommaert, J. (2010). <i>The Sociolinguistics of Globalization</i> . Cambridge University Press.
2	Pritzker, S. E., & Perrino, S. M. (2022). Participant Observation and Fieldnotes in Linguistic Anthropology. In Perrino, S. M. & Pritzker, S. E., & Perrino (Eds.), <i>Research methods in Linguistic Anthropology</i> (pp.125-157). Bloomsbury Academic.

Additional Readings

	Title
1	Ladegaard, H. J. (2013). Demonising the cultural other: Legitimising dehumanisation of foreign domestic helpers in the Hong Kong press. <i>Discourse, Context & Media</i> , 2(3), 131-140.
2	Catedral, L., & Djuraeva, M. (2023). Whose voice matters? Chronotopic position (ing) and the dialogic inclusion of marginalized stakeholders in critical applied linguistics. <i>Applied Linguistics</i> , 44(3), 420-441.
3	Lin, S. (2009). How listening is silenced: A monolingual Taiwanese elder constructs identity through television viewing. <i>Language in Society</i> , 38(3), 311-337.
4	Rosa, J. (2019). <i>Looking Like A Language, Sounding Like A Race</i> . Oxford University Press.
5	"Marginalised voices" produced by RTHK in 2019 (English subtitles included).

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

1, 2, 3, 4

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

3, 4

PILO 3: Demonstrate critical thinking skills

2, 3, 4

PILO 4: Interpret information and numerical data

2, 3, 4

PILO 5: Produce structured, well-organised and fluent text

3, 4

PILO 6: Demonstrate effective oral communication skills

3, 4

PILO 7: Demonstrate an ability to work effectively in a team

3, 4

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

1, 2, 3, 4

PILO 9: Value ethical and socially responsible actions

1, 3, 4

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

2, 3

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Reflective writing