City University of Hong Kong
Course Syllabus

offered by College/School/Department of _Linguistics and Translation with effect from Semester A 2016/17

Part I   Course Overview

Course Title:	Introduction to Linguistics and Language Applications
Course Code:	LT1201
Course Duration:	1 semester
Credit Units:	3
Level:	B1
Proposed Area: *(for GE courses only)*	☐Arts and Humanities ☐Study of Societies, Social and Business Organisations ☐Science and Technology
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**
    (A 150-word description about the course)
    This course aims to introduce students to the nature of language and some basic concepts of linguistics. It will enable students to observe language phenomena in the local context, analyse language data and various language applications, and discover for themselves how language and linguistics can be applied creatively.

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.	Describe the nature of natural languages and some basic concepts of linguistics.		X	X	
2.	Observe language phenomena in the local context; analyse language data and various language applications critically.		X	X	
3.	Apply linguistic knowledge in the analysis and applications of real languages.			X	X
	* If weighting is assigned to CILOs, they should add up to 100%.	100%			

[#] *Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.*

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. 1	2	3				Hours/week (if applicable)
Lectures	Theories, concepts, models, demonstration of applications	X	X					
Tutorials	Discussion and exercises		X	X				
Reading	Reading materials selected from books and articles, Canvas for discussion	X	X					
Group project Presentation	Critical review and presentation of an article or some linguistic application, discovering various issues involved and develop one's group's opinions about different possibilities.	X	X	X				
Short paper	Critical review and analysis of an article or some linguistic application, discovering various issues involved and develop one's own judgement.	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. 1	2	3				Weighting*	Remarks
Continuous Assessment: 60%								
Group project presentation	X	X	X				25%	
Short paper	X	X	X				30%	
Participation in LT research forum	X	X	X				5%	Students are required to attend at least one translation-related LT research forum and submit a reflection paper of about 200 words about the knowledge learned in the forum.
Examination: 40% (duration: 2 hours , if applicable)								

* The weightings should add up to 100%.   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-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Project	Demonstrate through presentation and writing the ability to analyse and critically appreciate fundamental issues in linguistics and language applications.	Demonstrate excellent ability through presentation and writing the ability to analyse and critically appreciate fundamental issues in linguistics and language applications.	Demonstrate good ability through presentation and writing the ability to analyse and critically appreciate fundamental issues in linguistics and language applications.	Demonstrate adequate ability through presentation and writing the ability to analyse and critically appreciate fundamental issues in linguistics and language applications.	Show little ability through presentation and writing the ability to analyse and critically appreciate fundamental issues in linguistics and language applications.	Show virtually no ability through presentation and writing the ability to analyse and critically appreciate fundamental issues in linguistics and language applications.
2. Short paper	Critical review and analysis of an article or some linguistic application, discovering various issues involved and develop one's own judgement.	Excellent critical review and analysis of an article or some linguistic application, discovering various issues involved and develop one's own judgement.	**Good** critical review and analysis of an article or some linguistic application, discovering various issues involved and develop one's own judgement.	**Adequate** critical review and analysis of an article or some linguistic application, discovering various issues involved and develop one's own judgement.	**Poor** critical review and analysis of an article or some linguistic application, discovering various issues involved and develop one's own judgement.	Unacceptable critical review and analysis of an article or some linguistic application, not being able to discover various issues involved and develop one's own judgement.
3. Participation in LT research forum	Ability to describe what they learned in attending the forum thorough a reflection paper	Insightful and clearly organised viewpoints about the linguistic issues discussed in the forum.	Some organised viewpoints about the linguistic issues discussed in the forum.	Some fair ideas about the linguistic issues discussed in the forum.	Marginally acceptable points about the linguistic issues discussed in the forum.	Inadequate points about the linguistic issues discussed in the forum.

4. Examination	Demonstrate understanding of the nature of natural languages and basic concepts of linguistics and how they can be applied in real life applications.	Demonstrate excellent understanding of the nature of natural languages and basic concepts of linguistics and how they can be applied in real life applications.	Demonstrate good understanding of the nature of natural languages and basic concepts of linguistics and how they can be applied in real life applications.	Demonstrate adequate understanding of the nature of natural languages and basic concepts of linguistics and how they can be applied in real life applications.	Show little understanding of the nature of natural languages and basic concepts of linguistics and how they can be applied in real life applications.	Demonstrate virtually no understanding of the nature of natural languages and basic concepts of linguistics and how they can be applied in real life applications.

Part III   Other Information (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**

   Language universals: form, function, and meaning; writing systems and font types; language applications: computational applications: corpus linguistics, text to speech synthesis, machine translation; language in literature and advertising, etc.

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.	Mihalicek, V. & Wilson C., (2011) *Language files: materials for an introduction to language and linguistics*, Columbus : Ohio State University Press.
2.	Frommer, R. R., Finegan, E. (2004) Looking @t Languages A Workbook in Elementary Linguistics (3rd edition), Boston: Wadsworth

2.2 **Additional Readings**

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

1.	Bjarkman, P. C. & Raskin, V., (eds.) (1986) *The Real-world linguist: linguistic applications in the 1980s*, Norwood : Ablex.
2.	Hyland, K., Chau, M. H. & Handford, M., (eds.) (2012) *Corpus applications in applied linguistics,* London; New York: Continuum.
3.	Yule, G., (2010) *The study of language* (4th ed.) Cambridge, UK; New York : Cambridge University Press.