

City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2021/22

Part I Course Overview

Course Title: Language in Society

Course Code: LT2203

Course Duration: One Semester

Credit Units: 3

Level: B2

Arts and Humanities

Proposed Area:
(for GE courses only)

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) CTL2203 Language in Society

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

The aim of this course is to introduce students to the key sociolinguistic theories and concepts. Students will learn to discover, identify and analyse the sociolinguistic issues in different societies.

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 and analyse functions of and differences between a standard language and its dialects.		✓	✓	
2.	Analyse the influence of sociolinguistic variables on language use.		✓	✓	
3.	Analyse the functions of languages in bilingual or multilingual speech communities.		✓	✓	
4.	Discover and describe attitudes to languages or varieties of language in speech communities.		✓	✓	✓
5.	Discover and describe and analyse language planning issues and practices in different countries.		✓	✓	✓
6.	Identify the relationship between language, culture and cognition.		✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 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.)

Final details will be provided to students in their first week of attendance in this course.

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
1	Readings – Reading book chapters and articles.	✓	✓	✓	✓	✓	✓	
2	Lectures – Theories, concepts, models, explanations, illustrations, synthesis of readings, in- class activities.	✓	✓	✓	✓	✓	✓	2 hours
3	Tutorials – Answer tutorial questions, group discussions and activities, short presentations.	✓	✓	✓	✓	✓	✓	1 hour

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Final details will be provided to students in their first week of attendance in this course.

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 100%								
Quizzes: mid-term quiz and final quiz. close-book, accumulative.	✓	✓	✓	✓	✓	✓	50%	
Group project: mini-collection, presentation and written report	✓	✓	✓	✓	✓	✓	50%	
							100%	

* The weightings should add up to 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. Quizzes	Accuracy and clarity in analysis, organization and fluency in writing	1. Demonstration of excellent command of subject matter taught in the course related to the area of sociolinguistics. 2. Excellent application of concepts and theories taught in class. 3. Excellent analyses of speech data collected or provided. 4. Demonstration of excellent analytical, problem solving and evaluative abilities and creativity.	1. Demonstration of good command of subject matter taught in the course related to the area of sociolinguistics. 2. Good application of concepts and theories taught in class. 3. Good analyses of speech data collected or provided. 4. Demonstration of good analytical, problem solving and evaluative abilities and creativity.	1. Demonstration of adequate command of subject matter taught in the course related to the area of sociolinguistics. 2. Adequate application of concepts and theories taught in class. 3. Adequate analyses of speech data collected or provided. 4. Demonstration of Adequate analytical, problem solving and evaluative abilities and creativity.	1. Demonstration of marginal command of subject matter taught in the course related to the area of sociolinguistics. 2. Marginal application of concepts and theories taught in class. 3. Marginal analyses of speech data collected or provided. 4. Demonstration of marginal analytical, problem solving and evaluative abilities and creativity.	Fail to meet most or all the criterion.
2. Group Project	Originality, relevance, accuracy and clarity, fluency in writing.	1. Demonstration of excellent command of subject matter taught in the course related to the area of sociolinguistics.	1. Demonstration of good command of subject matter taught in the course related to the area of sociolinguistics. 2. Good	1. Demonstration of adequate command of subject matter taught in the course related to the area of sociolinguistics. 2. Adequate application of	1. Demonstration of marginal command of subject matter taught in the course related to the area of sociolinguistics. 2. Marginal application of	Fail to meet most or all the criterion.

		<p>2. Excellent application of concepts and theories taught in class.</p> <p>3. Excellent analyses of speech data collected or provided.</p> <p>4. Demonstration of excellent analytical, problem solving and evaluative abilities and creativity.</p> <p>5. Excellent content, presentation, organisation and style in writing.</p>	<p>application of concepts and theories taught in class.</p> <p>3. Good analyses of speech data collected or provided.</p> <p>4. Demonstration of good analytical, problem solving and evaluative abilities and creativity. 5. Good content, presentation, organisation and style in writing.</p>	<p>concepts and theories taught in class.</p> <p>3. Adequate analyses of speech data collected or provided.</p> <p>4. Demonstration of Adequate analytical, problem solving and evaluative abilities and creativity. 5. Adequate content, presentation, organisation and style in writing.</p>	<p>concepts and theories taught in class.</p> <p>3. Marginal analyses of speech data collected or provided.</p> <p>4. Demonstration of marginal analytical, problem solving and evaluative abilities and creativity. 5. Marginal content, presentation, organisation and style in writing.</p>	
--	--	--	---	--	--	--

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.)

Language varieties, standard language, dialects, world Englishes, language choice in multilingual communities, code-switching, code-mixing, diglossia, language, culture and cognition, language attitude, language policy, language planning.

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.	Holmes, J. (2008) <i>An Introduction to Sociolinguistics</i> . 3 rd edition London: Longman.
----	---

2.2 Additional Readings

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

1.	Labov, W. (1972) <i>Sociolinguistic Patterns</i> . Philadelphia: U. of Pennsylvania Press.
2.	Trudgill, P. (1974) <i>Sociolinguistics</i> . Harmondsworth: Penguin.
3.	Wardhaugh, R. (2010) <i>An Introduction to Sociolinguistics</i> . Chichester, West Sussex: Malden.