

**City University of Hong Kong**

**Information on a Course**  
**offered by Department of Linguistics and Translation**  
**with effect from Semester A in 2014 / 2015**

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**Part I**

<b>Course Title:</b>	Language, Ideology and Society
<b>Course Code:</b>	LT5902
<b>Course Duration:</b>	One semester
<b>Credit Units:</b>	3
<b>Level:</b>	P5
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b>	Nil
<b>Precursors:</b>	Nil
<b>Equivalent Courses:</b>	CTL5902 Language, Ideology and Society / LT5904 Language and Culture in Society
<b>Exclusive Courses:</b>	Nil

**Part II**

**1. Course Aims**

This course aims to (i) enable students to explore the connection between both discourse and society on the one hand, and the development and reproduction of ideologies in society and related issues of power and solidarity on the other; (ii) increase awareness of the influence of ideology on our daily texts, and on our lives, (iii) enhance students' skills in carrying out a systematic ideological analysis of discourse in order to recognize implied meanings and competing social values present in discourse; (iv) stimulate students to reflect critically on the socio-ideological issues related to language.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon successful completion of this course, students should be able to:*

No.	CILOs	Weighting (if applicable)
1.	Discover how language use reflects and reinforces different ideologies in society	
2.	Produce critical analyses of everyday discourses in order to bring out implied meanings and competing social values present in discourse.	
3.	Reflect critically on the complex relation among language, ideology and society.	
4.	Hypothesize and formulate generalization regarding the socio-ideological bases of language, and the active role language plays in creating ideological and social values.	

## 3. Teaching and Learning Activities (TLAs)

*(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)*

CILO No.	TLAs	Hours/week (if applicable)
CILO 1-4	Reading – academic books and articles	
CILO 1-4	Lecture – basic concepts and theories, explanation and illustration, in-class analysis of linguistic data	
CILO 1-4	Tutorial – analysis of linguistic data by applying concepts introduced in the lecture; group discussion, further elaboration of concepts and theories, problem solving activities	
CILO 1-4	Written assignment – analysis of linguistic data, accompanied by explanation and argumentation	

#### 4. Assessment Tasks/Activities

*(Indicative of likely activities and tasks 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)*

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
CILO 1-4	Written assignment involving textual and linguistic analysis	50%	
CILO 1-4	In-class test	50%	

#### 5. Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Grading pattern: Standard (A+, A, A-, ... F). Grading is based on student performance in assessment tasks/activities.

Letter Grade	Grading criteria in relation to assessment activities
A+ A A-	Superior grasp of linguistic concepts and frameworks introduced in the course. Excellent ability to relate and associate. Strong evidence of original ideas. Very clear arguments with well-supported observations. Great writing style.
B+ B B-	Good grasp of linguistic concepts and frameworks introduced in the course. Evidence of ability to relate and associate. Reasonably clear arguments with some relevant supporting observations. Good writing style
C+ C C-	Satisfactory grasp of linguistic concepts and frameworks introduced in the course. Occasional evidence of ability to relate and associate. Efforts made to form observations and arguments. Satisfactory writing style.
D	Marginal grasp of linguistic concepts and frameworks introduced in the course. Little evidence of ability to relate and associate. Barely enough efforts to form observations and arguments. Marginally adequate writing style.
F	Little or no evidence of familiarity with linguistic concepts and frameworks introduced in the course. Inability to relate and associate. Limited ability to form observations and arguments. Inadequate writing style.

## Part III

### Keyword Syllabus

Critical discourse analysis, transitivity, nominalization, face management (Brown & Levinson, 1987), politeness principles, conversation analysis, semantic prosody, metaphors, cohesion and coherence, gender and language, political discourse, advertising discourse

### Recommended Readings

- Bloor, M. & Bloor, T. (2007). *The practice of critical discourse analysis*. London: Hodder Arnold.
- Brown, P. & Levinson, S. C. (1987). *Politeness: some universals in language usage*. Cambridge: Cambridge University Press.
- Charteris-Black, J. (2005). *Politicians and rhetoric: The persuasive power of metaphor*. New York: Palgrave Macmillan.
- Dirven, R., Hawkins, B. & Sandikcioglu, E. (eds.) (2001). *Language and ideology*. Amsterdam: John Benjamins.
- Downes, W. (1998). *Language and society*. (2<sup>nd</sup> ed.). Cambridge: Cambridge University Press.
- Fairclough, N. (2010). *Critical discourse analysis: the critical study of language*. Harlow: Longman.
- Fairclough, N. (2000). *New labour, new language?* London: Routledge.
- Fairclough, I. & Fairclough, N. (2012). *Political discourse analysis: a method for advanced students*. Abingdon: Routledge.
- Halliday, M.A.K. (2007). *Language and society*. London: Continuum.
- Halliday, M.A.K. & Webster, J. (2009). *Text linguistics: The how and why of meaning*. London: Equinox.
- Jeffries, L. (2010). *Critical stylistics: the power of English*. Basingstoke: Palgrave Macmillan.
- Millar, R.M. (2005). *Language, nation, and power: An introduction*. New York: Palgrave Macmillan.
- Webster, J. Hasan, R. & Matthiessen, C. (eds.). (2008). *Continuing discourse on language: A functional perspective*. London: Equinox.
- Young, L. and Fitzgerald, B. (2006). *The power of language: How discourse influences society*. London: Equinox.
- Young, L. & Harrison, C. (eds.). (2004). *Systemic functional linguistics and critical discourse analysis*. London: Continuum.