City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2017 / 18

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 uses and users of languages in Hong Kong SAR and China on the whole after studying the basics of sociolinguistics.   This course is to orient students to key sociolinguistic issues facing Hong Kong, a complex speech community facing substantial political and social changes after the handover in 1997.

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 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.						Hours/week (if applicable)
		1	2	3	4	5		
1	**Lectures:** Lectures will be used to motivate students to learn the subject matter, explain the key concepts and provide ample examples from the textbook and reference materials.	✓	✓	✓	✓	✓		
2	**Reading:** Students should read relevant chapters in the textbook corresponding to the topics of the lectures.	✓	✓	✓	✓	✓		
3	**Class discussion and exercises:** These will be used to identify points of interest or places where students do not fully master so that they learn how to solve linguistic problems using scientific research methodology. There will also be a group presentation of a journal paper.	✓	✓	✓	✓	✓		
	Independent learning: Useful references are provided 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%								
The Research Proposal requires the students to work as a research team, identify a sociolinguistic topic and submit a research proposal	✓	✓	✓	✓	✓		30%	
2 Quizzes which assess the students' understanding of major issues in sociolinguistics and ability to analyse sociolinguistic data and discuss issues from sociolinguistic perspectives	✓	✓	✓	✓	✓		70%	
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.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Research Proposal	Demonstrate ability to propose research topics in sociolinguistics including mastery of background information, relevant literature and appropriate methodology.	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. Quiz 1	Demonstrate understanding of the subject matter and application of theories and concepts.	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. Quiz 2	Demonstrate understanding of the subject matter and application of theories and concepts.	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.

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. (2015) *An Introduction to Sociolinguistics*. 7th edition. Oxford: Wiley Blackwell.

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

Books	
1.	Downes, W. (1984) *Language and Society*. London: Fontana.
2.	Fasold, R. (1984) *The Sociolinguistics of Society*. Oxford: Blackwell.
3.	Fasold, R. (1990) *Sociolinguistics of Language*. Oxford: Blackwell.
4.	Holmes, J. (2013) An *Introduction to Sociolinguistics*.Essex: Pearson.
5.	Hudson, R.A. (1996) *Sociolinguistics*. Cambridge: C.U.P.
6.	Labov, W. (1972) *Sociolinguistic Patterns*. Philadelphia: U. of Pennsylvania Press.
7.	Lord, R. & B. K.Y. Tsou (1985) *The Language Bomb*. 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。
…	And other books and journals
Online resources	
1.	Sociolinguistics by Walt Wolfram. Language as social behavior, language attitudes.
2.	Discourse Analysis by Deborah Tannen. Discourse and frames, turn-taking, discourse markers, speech acts.
3.	Multilingualism by Guadalupe Valdés. Multilingualism and bilingualism.
4.	Georgetown: Sociolinguistics Resources Links to sociolinguistics resources on the web.
5.	Language Policy Web Site James Crawford's site on language policy, including English Only movement, English Plus, bilingual education, endangered languages, and language rights.