

**City University of Hong Kong**  
**Course Syllabus**

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

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**Part I Course Overview**

**Course Title:** The World through Languages

**Course Code:** GE2124

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B2/A2

**Proposed Area:**  1 Arts and Humanities  
*(for GE courses only)*  Study of Societies, Social and Business Organisations  
 Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** Nil  
*(Course Code and Title)*

**Precursors:** Nil  
*(Course Code and Title)*

**Equivalent Courses:** Nil  
*(Course Code and Title)*

**Exclusive Courses:** Nil  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course will provide an introduction to the human language and how human language helps shape the way we view the world and influence the way we understand each other. It will cover a broad range of topics, including the origin and foundation of language, the interaction of social factors and language choices, the relationship between environmental factors and language development, as well as the impact of human language on our mode of thinking, our identity as an individual and as a member of a community.

Through a series of teaching and learning activities such as lectures, class discussion and presentation, as well as field works wherever feasible, this course explores various and fun aspects of the language impact on people and on societies. It fits students who are interested in discovering languages in the world and in exploring the significance of language and language use in life.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Describe key concepts and terminologies in studies on language, and related interdisciplinary fields.			✓	
2.	Compare critically within and between linguistic communities and cultures for patterns in language use.		✓	✓	
3.	Critically discuss major issues concerning the interrelationship between language, cognition, and society.		✓	✓	
4.	Discover and explain language-related phenomena in daily life.		✓	✓	✓
5.	Design one's own methodology to study individual/community's perception of the world through languages.		✓	✓	✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> 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.						Hours/week (if applicable)
		1	2	3	4	5		
1	<b>Lectures</b> on major concepts, theories, and studies in relevant areas	✓	✓	✓				
2	<b>Exercises in tutorials</b> , including paper report and analysis of real language data, on topics covered in lectures	✓	✓	✓	✓	✓		
3	<b>Share and discussion</b> of observation and experience of daily language and cultural phenomena.	✓	✓	✓	✓	✓		

### 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%								
<b>One assignment</b> in the form of problem-solving/ reading reports	✓	✓	✓	✓	✓		15%	
<b>Two quizzes:</b> multiple-choice, data-set or short-answer questions in the form of problem solving and on content covered in previous weeks.	✓	✓	✓	✓	✓		40%	
<b>Final Project</b> (written report and oral & poster presentations): explore an issue that is related to the course and collect real data. Analyse data and explain findings.				✓	✓		45%	
Examination: 0% (duration: _____, 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-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Assignments	Understanding of the implications to language usage in daily life.	Evidence of outstanding understanding of issues and topics covered in classes and materials, and the ability to show the applications of those issues and topics in daily life.	Evidence of good understanding of issues and topics covered in classes and materials, and the ability to show the applications of those issues and topics in daily life.	Evidence of average understanding of issues and topics covered in classes and materials, and the ability to show the applications of those issues and topics in daily life.	Evidence of poor understanding of issues and topics covered in classes and materials, and the ability to show the applications of those issues and topics in daily life.	Failure to show evidence to understanding of issues and topics covered in classes and materials, and the ability to show the applications of those issues and topics in daily life.
2. Quizzes	Mastery of concepts and terminologies.	Evidence of outstanding mastery and understanding of concepts and terminologies covered in classes and materials.	Evidence of good mastery and understanding of concepts and terminologies covered in classes and materials.	Evidence of average mastery and understanding of concepts and terminologies covered in classes and materials.	Evidence of poor mastery and understanding of concepts and terminologies covered in classes and materials.	Failure to show evidence to mastery or understanding of concepts and terminologies covered in classes and materials.
3. Final project	Written report and oral presentation	In writing, outstanding definition and discussion on language-related issues and well-supported and well-organized analysis. In oral presentation, well-organized and fluent presentation of ideas and arguments.	In writing, good definition and discussion on language-related issues and sufficiently-supported and clearly-organized analysis. In oral presentation, fairly organized and fluent presentation of ideas and arguments.	In writing, clear definition and discussion on language-related issues and adequate analysis. In oral presentation, fluent presentation of ideas with adequate arguments.	In writing, some definition and discussion on language-related issues and little analysis. In oral presentation, poor presentation of ideas with few arguments.	Failure to meet any criteria in writing and/or in oral presentation.

**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.)*

World languages and cultures; linguistic diversity; Whorfian Hypothesis; language contact; language and history

**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.	Carroll, W. David. 2008. <i>Psychology of Language</i> . Thomas Higher Education.
2.	Yule, George. 2006. <i>The Study of Language</i> . Cambridge University Press.

**2.2 Additional Readings**

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

1.	Deutscher, Guy. 2010. <i>Through the Language Glass</i> . Arrow Books.
2.	Ungerer, R. and Schmid, H. J. 2008. <i>An Introduction to Cognitive Linguistics</i> . Person Education Limited.
3.	罗常培, 1989, 《语言与文化》。北京: 语文出版社。

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:

<b>GE PILO</b>	<b>Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)</b>
PILO 1: Demonstrate the capacity for self-directed learning	CILOs 4, 5
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CILOs 1-5
PILO 3: Demonstrate critical thinking skills	CILOs 4-5
PILO 4: Interpret information and numerical data	CILOs 1-5
PILO 5: Produce structured, well-organised and fluent text	CILOs 1-5
PILO 6: Demonstrate effective oral communication skills	CILOs 3-5
PILO 7: Demonstrate an ability to work effectively in a team	CILO 5
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	CILOs 1-5
PILO 9: Value ethical and socially responsible actions	CILOs 2-5
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILOs 4-5

*GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: [http://www.cityu.edu.hk/edge/ge/faculty/curricular\\_mapping.htm](http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm).)*

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.

<b>Selected Assessment Task</b>
Final Project (written report and oral presentation): explore an issue that is related to the course and collect real data. Analyse data and explain findings.