

**City University of Hong Kong**  
**Course Syllabus**  
**offered by Department of English**  
**with effect from Semester A 2016 /17**

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**Part I Course Overview**

**Course Title:** Language in the Media

**Course Code:** EN2411

**Course Duration:** 1 semester

**Credit Units:** 3 units

**Level:** B2

**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)

The course aims to:

1. explore the role that English language plays in circulating ideas using symbols, narratives and information across a range of media sites within a range of socio-cultural contexts.
2. develop an understanding of how English language and other semiotic systems are utilised and articulated in media sites and texts by social actors and agents as discursive makers of meaning and shapers of society.
3. enable students to become acquainted with the key issues that they encounter in culture, society, politics and everyday life through the language of media texts and narratives and to critically evaluate the discourse of these media texts and stories.
4. help students to evaluate the influence that mediated language has on individuals, social groups and institutions in social contexts and through social events using critical methodology such as critical discourse analysis, social semiotics, narrative analysis.

### 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.	Explain discourse based theories and key sociolinguistic and linguistic terms underpinning an understanding of the interaction between language and media.		✓		
2.	Discover and identify the ways in which social, cultural and political meanings are transmitted through English language in combination with other semiotic systems in and across traditional and new media sites and texts.		✓	✓	✓
3.	Discover and analyse the role of language in the ways in which multi-modal media messages are used for a variety of specific purposes including entertainment, information provision, social control and cultural exchange.		✓	✓	✓
4.	Critically evaluate the influence that language in media has on individuals, groups and institutions in culture and society.			✓	✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 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			
	<b>Lectures, discussions.</b> The lectures will introduce students to the main concepts essential to an understanding of the role that English language plays in circulating ideas in mediated messages and media texts across socio-cultural contexts. The discussions will enable students to discuss these theories more subjectively and with application.	✓	✓	✓				
	<b>Discovery based learning activities</b> A series of in-class, group-based and group-led tutorial exercises throughout the semester will enable students to apply the theories and concepts relating to English language in the media as covered in lectures and readings.	✓	✓	✓	✓			

#### 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				
Continuous Assessment: <u>60</u> %								
<b>Summative Examination:</b> A final examination will assess the students' understanding of the theories and concepts covered in the lectures, discussions and readings.	✓	✓					40%	
<b>Case study analysis:</b> Student groups will be asked in turn to prepare the case study analysis and to lead the class discussion. Each group will submit 1-2 report summaries of their analysis and class based discussions.		✓	✓	✓			10%	
<b>Self reflective diary project:</b> Students will be asked to compile a personal diary writing up to 500 words every three weeks documenting their personal use of a media text and its narrative and its discursive significance in their own lives in a self-reflexive manner.		✓	✓	✓			20%	
<b>Group presentations:</b> Students arranged in small groups will be asked to present their linguistic analysis of a chosen media text.	✓	✓	✓	✓			30%	
Examination: <u>40</u> % (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-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
<b>Case Study Analysis</b>	Content (5 marks)	(80% and above) The case is extremely well-presented and is extremely well analysed; All relevant information is excellently covered; The group discussion is extremely well led; The purpose of analysing and presenting the case material is completely achieved.	(65% to 79%) The case is competently presented and is very well analysed; The information is sufficiently covered; The group discussion is very well led; The purpose of purpose of analysing and presenting the case material is achieved.	(50% - 64%) The case is adequately presented and is analysed reasonably well; Only part of the information is covered; The group discussion is reasonably well led; The purpose of analysing and presenting the case material is partially achieved.	(40% - 49%) The case is sketchily presented and analysed inadequately presented; Only limited data is included; The group discussion is poorly led; The purpose of analysing and presenting the case material is not fully achieved at all.	(39% and below) The case is highly inadequate in its presentation and is very badly analysed; Very limited or inaccurate data is included; The group discussion is very badly led; The purpose of analysing and presenting the case material is not achieved in any way.
	Language and style (5 marks)	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with <b>80%-100%</b> accuracy; Use of vocabulary is very concise, precise and varied; Style is highly appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate, with <b>65%-79%</b> accuracy; Use of vocabulary is concise, precise and varied; Style is appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with <b>50%-64%</b> accuracy; Use of vocabulary is somewhat concise, precise and varied; Style is somewhat appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate, with <b>40%-49%</b> accuracy; exhibit a great deal of residual and editorial problems. Use of vocabulary is limited and repetitive Style is generally inappropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate, <b>below 39%</b> accuracy; exhibit very serious of residual and editorial problems. Use of vocabulary is not concise, varied, and incomprehensible; Style is totally inappropriate.

<b>Group Presentat-i on</b>	Content (20 marks)	(80% and above) The case is extremely well-presented and is extremely well analysed; All relevant information is excellently covered; The purpose of analysing and presenting the case material is completely achieved.	(65% to 79%) The case is competently presented and is very well analysed; The information is sufficiently covered; The purpose of analysing and presenting the case material is achieved.	(50% - 64%) The case is adequately presented and is analysed reasonably well; Only part of the information is covered; The purpose of analysing and presenting the case material is partially achieved.	(40% - 49%) The case is sketchily presented and analysed inadequately presented; Only limited data is included; The purpose of analysing and presenting the case material is not fully achieved at all.	(39% and below) The case is highly inadequate in its presentation and is very badly analysed; Very limited or inaccurate data is included; The purpose of analysing and presenting the case material is not achieved in any way.
	Language and style (10 marks)	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with <b>80%-100%</b> accuracy; Use of vocabulary is very concise, precise and varied; Style is highly appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate, with <b>65%-79%</b> accuracy; Use of vocabulary is concise, precise and varied; Style is appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with <b>50%-64%</b> accuracy; Use of vocabulary is somewhat concise, precise and varied; Style is somewhat appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate, with <b>40%-49%</b> accuracy; exhibit a great deal of residual and editorial problems. Use of vocabulary is limited and repetitive Style is generally inappropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate, <b>below 39%</b> accuracy; exhibit very serious of residual and editorial problems. Use of vocabulary is not concise, varied, and incomprehensible; Style is totally inappropriate.

<b>Self-Reflective Diary</b>	Content (15 marks)	(80% and above) The diary is extremely well compiled in terms of personal media usage; All relevant theories and concepts are extremely well applied; The purpose of writing the diary is completely achieved.	(65% to 79%) The diary is well compiled in terms of personal media usage; Most theories and concepts are well applied; The purpose of writing the diary is achieved.	(50% - 64%) The diary is sufficiently compiled in terms of personal media usage; Only some parts of the relevant theories and concepts are applied; The purpose of writing the diary is partially achieved.	(40% - 49%) The diary is inadequately compiled in terms of personal media usage; Only limited parts of the relevant theories and concepts are applied; The purpose of writing the diary is poorly achieved.	(39% and below) The diary is very inadequately compiled in terms of personal media usage; Extremely limited parts of the relevant theories and concepts are applied; The purpose of writing the diary is not achieved in any way.
	Language and style (5 marks)	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with <b>80%-100%</b> accuracy; Use of vocabulary is very concise, precise and varied; Style is highly appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate, with <b>65%-79%</b> accuracy; Use of vocabulary is concise, precise and varied; Style is appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with <b>50%-64%</b> accuracy; Use of vocabulary is somewhat concise, precise and varied; Style is somewhat appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate, with <b>40%-49%</b> accuracy; exhibit a great deal of residual and editorial problems. Use of vocabulary is limited and repetitive Style is generally inappropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate, <b>below 39%</b> accuracy; exhibit very serious of residual and editorial problems. Use of vocabulary is not concise, varied, and incomprehensible; Style is totally inappropriate.

<b>Exam</b>	<p><b>Content (35 marks)</b></p> <p><b>Language and style (5 marks)</b></p>	<p>(80% and above)</p> <p>Shows full understanding of main concepts and their application;</p> <p>All relevant information is included in discussion and analysis of concepts;</p> <p>The concepts are comprehensively analyzed and explained;</p> <p>The purpose of the analysis of concepts is completely achieved.</p> <p>Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with <b>80%-100%</b> accuracy;</p> <p>Use of vocabulary is very concise, precise and varied;</p> <p>Style is highly appropriate</p>	<p>(65% to 79%)</p> <p>The main concepts are competently discussed and applied;</p> <p>The information included in discussion and analysis of concepts is sufficient;</p> <p>The concepts sufficiently analyzed and explained;</p> <p>The purpose of the conceptual analysis is achieved.</p> <p>Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate, with <b>65%-79%</b> accuracy;</p> <p>Use of vocabulary is concise, precise and varied;</p> <p>Style is appropriate.</p>	<p>(50% - 64%)</p> <p>The concepts selected for analysis are sufficient and partially applied;</p> <p>Only partial information is included in discussion and analysis of concepts;</p> <p>Only partial analysis of concepts provided;</p> <p>The purpose of the conceptual analysis is partially achieved.</p> <p>Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with <b>50%-64%</b> accuracy;</p> <p>Use of vocabulary is somewhat concise, precise and varied;</p> <p>Style is somewhat appropriate.</p>	<p>(40% - 49%)</p> <p>The concepts selected for analysis are sketchy and inadequate;</p> <p>Incomplete information is included in discussion and analysis of concepts;</p> <p>The conceptual analysis is not informative or comprehensive;</p> <p>The purpose of the conceptual analysis is not adequately achieved.</p> <p>Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate, with <b>40%-49%</b> accuracy;</p> <p>exhibit a great deal of residual and editorial problems.</p> <p>Use of vocabulary is limited and repetitive</p> <p>Style is generally inappropriate.</p>	<p>(39% and below)</p> <p>The concepts selected for analysis are highly inadequate;</p> <p>Very limited or inaccurate data is incorporated in conceptual analysis;</p> <p>The analysis is not at all comprehensible;</p> <p>The purpose of the conceptual analysis are not achieved in any way</p> <p>Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate, <b>below 39%</b> accuracy; exhibit very serious of residual and editorial problems.</p> <p>Use of vocabulary is not concise, varied, and incomprehensible;</p> <p>Style is totally inappropriate.</p>
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**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.)*

Sociolinguistics, representation, identity formation, stereotyping, hegemony, ideology, synthetic personalisation, social power relations, situated media practices, discursive practices, genre, language codes, discourse analysis, discourse of advertising, promotional discourse, mediated discourse, new media discourse, technologisation of discourse, media discourse, discourse of social networks, social issues and media, mediation, mediology, semiotics, semiosis, social, agents, social practices and social events, media culture, media causality, media agency, media performance, multi-modality, media language, media texts, narrativity, intertextuality, interdiscursivity

**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.	
2.	
3.	
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**2.2 Additional Readings**

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

1.	Bell, A and Garrett, P. (eds.) (1998) <i>Approaches to Media Discourse</i> . Oxford: Blackwell
2.	Fiske, John. (1994) <i>Media matters: everyday culture and political change</i> . Minneapolis: University of Minnesota Press.
3.	Heath, Stephen, MacCabe, Colin, and Riley, Denise (eds.) (2004) <a href="#"><i>The Language, Discourse, and Society Reader</i></a> . Basingstoke, Hampshire; New York: Palgrave Macmillan.
4.	Nesbitt-Larking, Paul. (2007) <a href="#"><i>Politics, Society, and the Media</i></a> . Peterborough, Ont.; Orchard Park, N.Y.: Broadview Press.