

**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 Social Interaction

**Course Code:** EN2502

**Course Duration:** 1 semester

**Credit Units:** 3 units

**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)* Nil

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

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course focuses on interpersonal communication from a sociolinguistic perspective. The first half of the course is devoted to exploring various theories and techniques used to study human interaction including microsociology, ethnomethodology, the ethnography of speaking, theories of politeness and face, conversation analysis, pragmatics and positioning. In the second half of the course students apply these theories to different kinds of communication including computer mediated communication, gossip, inter-gender communication and intercultural communication.

### 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.	<b>Describe and explain</b> the major sociolinguistic approaches to analyzing social interaction including conversation analysis and ethnomethodology, pragmatics interactional sociolinguistics, politeness theory, and positioning theory.		✓	✓	
2.	<b>Apply</b> these theories to the analysis of real world interaction in various genres and media			✓	✓
3.	<b>Analyze</b> the communication styles and the communication patterns in situations of social interaction.			✓	✓
4.	<b>Evaluate</b> interpersonal communication for its effectiveness based on linguistic theories.		✓	✓	✓
		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			
1.	Students attend <b>interactive lectures</b> in which the principles of interaction analysis are explained and illustrated.	✓	✓	✓	✓			
2.	Students take part in <b>small group problem solving tasks</b> in which texts and communicative situations are analyzed.	✓	✓	✓	✓			
3.	Students keep a <b>field journal</b> of their own interactions and analyze and evaluate them based on the theories learned in class	✓	✓					
4.	Students <b>read a variety of studies</b> on language and social interaction and critique the approaches they use.	✓	✓	✓	✓			

### 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>100</u> %								
Students <b>work in groups</b> to consider case studies of language in social interaction, analyze and evaluate them.	✓	✓	✓	✓			10%	
Students keep a <b>weekly journal</b> of their interactions and their analysis of them.		✓	✓	✓			40%	
Students read a scholarly study of some aspect of social interaction and write a <b>summary and critique</b> .	✓						20%	
Students take a <b>semester-long project</b> in which they demonstrate knowledge of the concepts and terms important in analyzing social interaction.	✓						30%	
Examination: <u>0</u> % (duration: _____, if applicable)								
							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-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
<b>Classroom Group Activities</b> (assessed through oral reports after activities)	Content	Able to synthesize observations and arguments into a coherent and insightful analysis and express it clearly and succinctly.	Able to link key features in the text and identify key patterns and describe these linkages and patterns clearly.	Able to identify key features in the text and describe them clearly and accurately.	Able to identify some features in the text	Unable to identify relevant features in the text.
<b>Field Journals</b>	Content	Able to choose, collect and transcribe appropriate data, identify key features, apply principles and tools of analysis accurately and appropriately, and synthesize findings into a coherent and insightful analysis.	Able to choose, collect and transcribe appropriate data, identify key features, apply principles and tools of analysis accurately and appropriately, and describe findings clearly.	Able to choose, collect and transcribe appropriate data, identify key features, and apply some principles and tools of analysis with a moderately high level of accuracy and appropriateness.	Able to choose, collect and transcribe data and identify key features, and apply some principles and tools of analysis.	. Unable to choose, collect and transcribe data and/or apply principles and tools to analyze it.
<b>Article</b>	Content	Able to choose a suitable	Able to choose a suitable	Able to choose a suitable article, identify and describe the key	Able to choose a suitable article	Unable to choose a suitable article



**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.)*

Interaction in Public, The Ethnography of Speaking, Politeness and Face, Context, Contextualization Cues, Frames and Footing, Conversation Analysis, Managing Conversation ,Turn-taking, Pragmatics and Conversational Style, Conversational Code Mixing and Switching, Computer Mediated Interaction, Genres in Conversation  
Story-telling, Gender Issues in Conversation, Intercultural Conversation

**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.	Barnhart, A. The Presentation of the Self in Everyday Life Erving Goffman, 'Front' (from <i>The Presentation of Self in Everyday Life</i> . New York: Doubleday, 1959, p. 22-30, 70-76)
2.	Bolton, K. and Christopher Hutton, 'Bad Boys and Bad Language: Chou Hau and the Sociolinguistics of Swearwords in Hong Kong Cantonese' (from <i>Hong Kong: The Anthropology of a Chinese Metropolis</i> , 1997, Curzon, pp.299-331)
3.	Goffman, E. 'Footing' (from <i>Forms of Talk</i> , 1981 University of Pennsylvania Press, pp. 124-159)
4.	Tannen, D.'The Pragmatics of Cross-Cultural Communication' (from <i>Applied Linguistics</i> 5/3: 189-195)