City University of Hong Kong

Information on a Course
offered by Department of English
with effect from Semester B in 2008 / 2009

This form is for completion by the *Course Co-ordinator/Examiner.* The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the *Explanatory Notes* attached to this Form on the various items of information required.

Part I

Course Title	Languages, Cultures and Communication
Course Code	EN2701
Course Duration	1 semester
Credit Unit	3 units
Level	B2
Medium of Instruction	English
Pre-requisites	Nil
Pre-cursors	Nil
Equivalent Courses	Nil
Exclusive Courses	Nil

Part II

1. **Course Aims:**

    This course aims to help students to understand various sociolinguistic aspects of discourse and language use in society, and in particular those

functions which signal social identity and manage social relations. Upon completing this course, students should be able to understand the complex interplay between:

- the definition and understanding of abstract constructs like culture
- linguistic and cultural competence
- language, thought and representation
- language, power and their sourcing ideological systems
- language and social variables: gender, ethnicity, social class
- language and the media
- language and identity (including the representation and categorisation of self and others)

2. Course Intended Learning Outcomes (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)

<u>Upon successful completion of this course, students should be able to:</u>

No.	CILOs	Weighting (if applicable)
1.	Understand the co-constructive nature of language, culture and society, especially the importance of cultural literacy and meaning-making.	
2.	Explain how language echoes socio-cultural and political ideologies evident in discourses, and how this reflects the intentions and motivations of the creators of discourse.	
3.	Demonstrate through critical reading of public discourses the impact of ideologies and cultural values on the perceptions of particular categories such as gender and social class.	

3. Teaching and learning Activities (TLAs)
(designed to facilitate students' achievement of the CILOs)

ILO No	TLAs	Hours/week (if applicable)
CILO 1-2	*Lectures* Lectures and readings will help familiarize students with the key concepts and theories related to languages, cultures and communication.	
CILO 1-3	*Use of Visuals in Classroom Activity* Use of videos (real-life and fictional) to illustrate key concepts and theories to relevant social examples will provide room for class discussion and debate.	

4. **Assessment Tasks/Activities**
(designed to assess how well the students achieve the CILOs)

CILO No	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
CILO 1-3	*Group Presentation* Students arranged in small groups will be asked to present their understanding and analysis key readings, using relevant examples to illustrate their arguments. This will encourage students to confidently express individual perceptions and provide appropriate reasoning for their arguments.	35%	Group assessment
CILO 1-3	*Essay* Essay will test students' capacity to do outside research, make connections between different concepts and theories.	35%	Individually assessed.
CILO 1-3	*Exam* A final examination will assess the students' understanding of the theories and concepts covered in class.	30%	Individually assessed.

5. **Grading of Student Achievement:** Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

Examination duration: 2 hours
Percentage distribution of marks for coursework, examination, other: 70%
Coursework, 30% Examination
Grading pattern: Standard (A+AA-...F)

Explicit Criteria for Assessment of Language Proficiency

Proficient User	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Assessment form: Examination (30%)

With reference to each item to be assessed, circle the marks in the appropriate column, add up the total and convert into a grade using the mark-grade conversion guidelines.

Items to be assessed	Grade A+,A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Content (25 marks)	(80% and above) ♦ Shows full understanding of main concepts and their application**;** ♦ All relevant information is included in discussion and analysis of concepts; ♦ The concepts are comprehensively analyzed and explained; ♦ The purpose of the analysis of concepts is completely achieved.	(65% - 79%) ♦ The main concepts are competently discussed and applied**;** ♦ The information included in discussion and analysis of concepts is sufficient; ♦ The concepts sufficiently analyzed and explained; ♦ The purpose of the conceptual analysis is achieved.	(50% - 64%) ♦ The concepts selected for analysis are sufficient and partially applied**;** ♦ Only partial information is included in discussion and analysis of concepts; ♦ Only partial analysis of concepts provided; ♦ The purpose of the conceptual analysis is partially achieved.	(40% - 49%) ♦ The concepts selected for analysis are sketchy and inadequate**;** ♦ Incomplete information is included in discussion and analysis of concepts; ♦ The conceptual analysis is not informative or comprehensive**;** ♦ The purpose of the conceptual analysis is not adequately achieved.	(39% and below) ♦ The concepts selected for analysis are highly inadequate**;** ♦ Very limited or inaccurate data is incorporated in conceptual analysis; ♦ The analysis is not at all comprehensible**;** ♦ The purpose of the conceptual analysis are not achieved in any way.
Language and style (5 marks)	(80% and above) ♦ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is highly accurate, with **80%-100%** accuracy**;** ♦ Use of vocabulary is very concise, precise and varied; ♦ Style is highly appropriate.	(65% to 79%) ♦ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is accurate, with **65%-79%** accuracy**;** ♦ Use of vocabulary is concise, precise and varied; ♦ Style is appropriate.	(50% - 64%) ♦ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is somewhat accurate, with **50%-64%** accuracy**;** ♦ Use of vocabulary is somewhat concise, precise and varied; ♦ Style is somewhat appropriate.	(40% - 49%) ♦ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is inaccurate, with **40%-49%** accuracy**;** exhibit a great deal of residual and editorial problems; ♦ Use of vocabulary is limited and repetitive; ♦ Style is generally inappropriate.	(39% and below) ♦ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is very inaccurate, **below 39%** accuracy**;** exhibit very serious of residual and editorial problems; ♦ Use of vocabulary is not concise, varied, and incomprehensible; ♦ Style is totally inappropriate.

Total marks: _____

Assessment form: Essay (35%)

With reference to each item to be assessed, circle the marks in the appropriate column, add up the total and convert into a grade using the mark-grade conversion guidelines.

Items to be assessed	Grade A+,A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Content (25 marks)	(80% and above) ♦ The argument is extremely well-presented and is extremely well analysed**;** ♦ All relevant information is excellently covered and excellent use of illustrative examples; ♦ The purpose of analysing and presenting the argument is completely achieved.	(65% to 79%) ♦ The argument is competently presented and is very well analysed**;** ♦ The information is sufficiently covered with good, relevant examples; ♦ The purpose of purpose of analysing and presenting the case material is achieved.	(50% - 64%) ♦ The argument is adequately presented and is analysed reasonably well; ♦ Only part of the information and some examples are covered; ♦ The purpose of analysing and presenting the case material is partially achieved.	(40% - 49%) ♦ The argument is sketchily presented and analysis inadequately presented**;** ♦ Only limited examples and information is included; ♦ The purpose of analysing and presenting the case material is not fully achieved at all.	(39% and below) ♦ The argument is highly inadequate and is very badly analysed**;** ♦ Very limited or inaccurate data and examples included; ♦ The purpose of analysing and presenting the case material is not achieved in any way.
Language and style (10 marks)	(80% and above) ♦ Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with **80%-100%** accuracy**;** ♦ Use of vocabulary is very concise, precise and varied; ♦ Style is highly appropriate	(65% to 79%) ♦ Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate, with **65%-79%** accuracy**;** ♦ Use of vocabulary is concise, precise and varied; ♦ Style is appropriate	(50% - 64%) ♦ Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with **50%-64%** accuracy**;** ♦ Use of vocabulary is somewhat concise, precise and varied; ♦ Style is somewhat appropriate	(40% - 49%) ♦ Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is inaccurate, with **40%-49%** accuracy**;** exhibit a great deal of residual and editorial problems. ♦ Use of vocabulary is limited and repetitive ♦ Style is generally inappropriate	(39% and below) ♦ Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate, **below 39%** accuracy**;** exhibit very serious of residual and editorial problems. ♦ Use of vocabulary is not concise, varied, and incomprehensible; ♦ Style is totally inappropriate

Total marks: _____

Assessment form: Group Presentation (35%)

With reference to each item to be assessed, circle the marks in the appropriate column, add up the total and convert into a grade using the mark-grade conversion guidelines.

Items to be assessed	Grade A+,A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Content (25 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 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 (10 marks)	(80% and above) ♦ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is highly accurate, with **80%-100%** accuracy; ♦ Use of vocabulary is very concise, precise and varied; ♦ Style and tone are highly appropriate	(65% to 79%) ♦ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is accurate, with **65%-79%** accuracy; ♦ Use of vocabulary is concise, precise and varied; ♦ Style and tone are appropriate	(50% - 64%) ♦ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is somewhat accurate, with **50%-64%** accuracy; ♦ Use of vocabulary is somewhat concise, precise and varied; ♦ Style and tone are somewhat appropriate	(40% - 49%) ♦ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is inaccurate, with **40%-49%** accuracy; exhibit a great deal of residual and editorial problems. ♦ Use of vocabulary is limited and repetitive ♦ Style and tone are generally inappropriate	(39% and below) ♦ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is very inaccurate, **below 39%** accuracy; exhibit very serious of residual and editorial problems. ♦ Use of vocabulary is not concise, varied, and incomprehensible; ♦ Style and tone are totally inappropriate

Total marks: _____

Part III

Keyword Syllabus:

Defining culture; cultural competence; relationship between language and reality; language, culture and social class; power and ideology; language and gender culture; language and identity; culture and museums.

Recommended Reading

Agar, M (1994) *Language Shock: Understanding the Culture of Conversation*. New York: William Morrow and Company.

Anderson, R and Ross, V (1998) *Questions in Communication: A Practical Introduction to Theory*. USA: St. Martin's Press.

Bonvillain, N (2000) *Language, Culture, and Communication: The Meaning of Messages.* USA: Prentice-Hall.

Burke, T, Crowley, T and A. Girvin (eds) *The Routledge Language and Cultural Theory Reader*. London: Routledge.

Coates, J (1996) *Women Talk*. Oxford, UK: Blackwell.

Coupland, N and Jaworski, A (eds) (1997) *Sociolinguistics: A Reader and Coursebook*. Hampshire, UK: Palgrave.

Essed, P (1991) *Understanding Everyday Racism: An Interdisciplinary Theory*. Newbury Park, California: Sage

Fairclough, N (1989) *Language and Power*. Singapore: Longman.

Foucault, M (1989) *The Archaeology of Knowledge*. UK: Routledge

Hall, S (ed) (1997) *Representation: Cultural Representations and Signifying Practices*. London: Sage.

Jandt, F E (1998) *Intercultural Communication: An Introduction*. Thousand Oaks, California: Sage.

Jaworski, A and Coupland, N (eds) (1999) *The Discourse Reader*. London: Routledge.

Kramsch, C (1998) *Language and Culture*. Oxford, UK: Oxford University Press

Schirato, T and Yell, S (2000) *Communication and Culture: An Introduction*. London: Sage.

Scollon, R and Wong-Scollon, S (2001). *Intercultural communication: A Discourse Approach*. Oxford, UK: Blackwell.

Van Dijk, T A (1992) 'Discourse and the Denial of Racism'. *Discourse & Society* 3(1):87-118

Returned by:

Name: Dr. Aditi Bhatia   Department: English

Tel: 3442-9415   Date: 16 September 2008

Revised by Aditi Bhatia on 14 February 2011