

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

**offered by College/School/Department of English**  
**with effect from Semester A 2015/16**

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**Part I Course Overview**

**Course Title:** English in Society

**Course Code:** EN2719

**Course Duration:** 1 Semester

**Credit Units:** 3

**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 aims to introduce students to a systematic description of the use of the English language in society and to the skills needed to apply their knowledge to the analysis of authentic language data. Under the guidance of the instructors, students will discover the patterns of English language use in real-life situations and present their findings in innovative ways.

### 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.	Discover the pragmatic, discursive, ideological, performative, and semiotic aspects of English Language use in society;		<input type="checkbox"/>		
2.	Identify sociolinguistic processes of dialect variation, diachronic change, and code-switching in the English Language;		<input type="checkbox"/>		
3.	Compare different varieties of world Englishes;		<input type="checkbox"/>		
4.	Compare and contrast theories and methods of pragmatics, conversation analysis, interactional sociolinguistics, critical discourse analysis, and multimodal discourse analysis;			<input type="checkbox"/>	
5.	Critically apply the knowledge learnt in the course to analyse authentic language data – spoken, written, computer-mediated, and multimodal;			<input type="checkbox"/>	
6.	Critically apply the knowledge learnt in the course to reflect on the ways in which English Language is used in mediated actions and is combined meaningfully with other modes of communication;			<input type="checkbox"/>	
7.	Critically apply the knowledge learnt in the course to reflect on the ways in which English Language use relates to identities (gendered, sexual, class, national, etc.)			<input type="checkbox"/>	
* If weighting is assigned to CILOs, they should add up to 100%.		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 applicable) (if
		1	2	3	4	5	6	7	
1.	<p><b>Interactive Lecturing, language analysis and discussions</b></p> <ul style="list-style-type: none"> <li>❖ <i>Students will explore the different systems of English Language use in society;</i></li> <li>❖ <i>Students will, by responding to questions and doing research, develop their abilities to reflect on the different aspects of English Language use in society.</i></li> </ul>	<input type="checkbox"/>							
2.	<p><b>Interactive Lecturing, language analysis and discussions</b></p> <ul style="list-style-type: none"> <li>❖ <i>Students will reflect on the issues related to processes of dialect variation, diachronic change, and code-switching in the English Language;</i></li> <li>❖ <i>Students will, by responding to questions and doing research, generate the similarities and differences between different Englishes.</i></li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>					
3.	<p><b>Language analysis and discussions</b></p> <ul style="list-style-type: none"> <li>❖ <i>Students will be given authentic language data to experiment with the ways in which their knowledge of language use can be applied to perform analysis, descriptions and explanations;</i></li> </ul>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	❖ <i>Students will, by responding to questions and doing research, develop their abilities to evaluate identity performances through discourse analysis.</i>								
...									

#### 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	6	7		
Continuous Assessment: 100 %									
<ul style="list-style-type: none"> <li>• Quizzes (2)</li> <li>❖ <i>will be designed to test students' facility with theoretical concepts and analytical skills from lectures and readings;</i></li> <li>❖ <i>will test students' application of knowledge.</i></li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>				30%	
<ul style="list-style-type: none"> <li>• Mid-Semester Assignment</li> <li>❖ <i>will give students opportunities to identify and reflect on the different language systems, and the differences between English dialects and world Englishes;</i></li> <li>❖ <i>will test students' application of knowledge.</i></li> </ul>			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		30%	
<ul style="list-style-type: none"> <li>• Final Project</li> <li>❖ <i>will give students opportunities to apply their knowledge to critically analyze and evaluate authentic language data.</i></li> <li>❖ <i>will give students opportunities to</i></li> </ul>					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40%	

<p><i>apply analytical methods (e.g. pragmatics, conversation analysis, interactional sociolinguistics, critical discourse analysis, or multimodal discourse analysis)</i></p> <p>❖ <i>will give students opportunities to identify and reflect on language and media and language and identity</i></p>									
<p>Examination: <u>  0  </u>% (duration: _____, if applicable)</p>									

\* The weightings should add up to 100%.

100%
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## 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)
1. Quizzes	Quizzes will be marked according to the accuracy of the answers. Correct answers will be awarded full marks of the respective questions, half-correct answers will be awarded half of the marks devoted to the respective questions, and wrong or irrelevant answers will be awarded zero.					
2. Mid-term Assignment		Students demonstrate excellent skills in identifying different varieties of English and consistently maintain a high degree of grammatical accuracy in giving descriptions, explanations, analyses, comparisons and evaluations.	Students demonstrate good skills in identifying different varieties of English and consistently maintain a relatively high degree of grammatical accuracy in giving descriptions, explanations, analyses, comparisons and evaluations.	Students demonstrate adequate skills in identifying different varieties of English and consistently maintain reasonable accuracy in giving descriptions, explanations, analyses, comparisons and evaluations.	Students demonstrate very limited skills in identifying different varieties of English and use simple grammatical structures correctly in giving descriptions, explanations, analyses, comparisons and evaluations.	Students cannot demonstrate skills in identifying different varieties of English and show only limited controls of a few simple grammatical structures in giving descriptions, explanations, analyses, comparisons and evaluations.

3. Final Project		Students demonstrate excellent skills in analysing authentic language data and consistently maintain a high degree of grammatical accuracy in giving descriptions, explanations, analyses, comparisons and evaluations.	Students demonstrate good skills in analysing authentic language data and consistently maintain a relatively high degree of grammatical accuracy in giving descriptions, explanations, analyses, comparisons and evaluations.	Students demonstrate adequate skills in analysing authentic language data and consistently maintain reasonable grammatical accuracy in giving descriptions, explanations, analyses, comparisons and evaluations.	Students demonstrate very limited skills in analysing authentic language data and show control of simple grammatical structures in giving descriptions, explanations, analyses, comparisons and evaluations.	Students cannot demonstrate skills in analysing authentic language data and show only limited controls of a few simple grammatical structures in giving descriptions, explanations, analyses, comparisons and evaluations.
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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.)

pragmatics, sociolinguistics, language variation and change, world Englishes, conversation analysis, multimodal discourse analysis, critical discourse analysis, mediated discourse analysis, interactional sociolinguistics, language and ideology, performativity, semiotics

#### 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.	Jones, R. (2012) <i>Discourse Analysis: A resource book for students</i> . London: Routledge.
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##### 2.2 Additional Readings

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

1.	Bauer, L. (2003) <i>An Introduction to International Varieties of English</i> . Edinburgh: Edinburgh University Press.
2.	Bhatia, V.K., Flowerdew, J. and Jones, R. (eds.) (2008) <i>Advances in Discourse Studies</i> . London: Routledge.
3.	Cameron, D. (2001) <i>Working With Spoken Discourse</i> . London: Sage.
4.	Cutting, J. (2002) <i>Pragmatics and Discourse</i> . London: Routledge.
5.	Coulthard, M. (2007) <i>An Introduction to Discourse Analysis</i> . 2 <sup>nd</sup> Edition: Harlow: Pearson Longman.
6.	Gee, J.P. (1999) <i>An Introduction to Discourse Analysis: Theory and Method</i> . London: Routledge.
7.	Holmes, J (2012) <i>An Introduction to Sociolinguistics</i> . 4 <sup>th</sup> Edition. Harlow: Pearson Longman.
8.	Jaworski, A. and Coupland, N. (1999) <i>The Discourse Reader</i> . London: Routledge.
9.	Jenkins, J. (2009) <i>World Englishes: A resource book for students</i> . London: Routledge.
10.	Machin, D. and Mayr, A. (2012) <i>How to Do Critical Discourse Analysis</i> . London: Sage.
11.	Norris, S. and Jones, R. (eds.) (2005) <i>Discourse in Action: Introducing Mediated Discourse Analysis</i> . London: Routledge.
12.	Paltridge, B. (2007) <i>Discourse Analysis: An Introduction</i> . London: Continuum.
13.	Schiffrin, D. (1994) <i>Approaches to Discourse</i> . Cambridge, MA and Oxford, U.K.: Blackwell.
14.	Sidnell, J. (2010) <i>Conversation Analysis: An introduction</i> . Oxford: John Wiley & Sons.
15.	Stockwell, P. (2007) <i>Sociolinguistics: A resource book for students</i> . 2 <sup>nd</sup> Edition. London: Routledge.
16.	Setter, J., Wong, C.P., and Chan, B.H.S. (2002) <i>Hong Kong English</i> . Edinburgh: Edinburgh University Press.