City University of Hong Kong
Course Syllabus

offered by College/School/Department of English
with effect from Semester A 2016 / 17

Part I   Course Overview

Course Title:	Language in Its Social Context
Course Code:	EN5461
Course Duration:	1 Semester
Credit Units:	3
Level:	P5
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**

This course aims to enable students to:

- Describe essential theoretical concepts in sociolinguistics;

- Apply these concepts to the analysis and discussion of language and society.

- Research and analyze language issues in educational contexts from a sociolinguistic perspective;

- Evaluate language issues in educational contexts and create solutions;

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.	Understand and be able to describe theoretical concepts in sociolinguistics such as ideology and power and their relevance to the fields of politics, media, education, generations, and technology.		X		
2.	Critically discuss and apply these key issues and concepts through in class participation and online exchanges.		X	X	
3.	Research and analyze selected key issues and concepts in language and society in depth through comparing and contrasting different contexts.		X	X	
4.	Evaluate the selected concepts and key issues to local and global education and/or institutional contexts and collaboratively create solutions and recommendations.		X	X	X
		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	**Participation in interactive**	X	X					

	lectures, discussions, tasks, and activities Students learn to understand and evaluate sociolinguistic concepts relevant to study of language use and language education in different contexts through participating in interactive lectures and activities where those concepts are introduced, modelled, and illustrated. Students also learn how to participate in an interactive classroom culture and see best practices of language teaching in action.							
2	Through a Contextualization Exchange Task (Task 1), students identify and articulate issues regarding educational (teaching/learning) that they have experienced through online exchanges and discussion. Students further learn to understand and evaluate socio-linguistic concepts relevant to study of language use and language education contexts through completing required readings in our course book and selected articles, and being prepared to discuss them online.	X	X					
3	Students research and investigate what the (theoretical and/or empirical) literature says about this issue/context. How does the issue compare/contrast to other educational contexts? Specifically, students work in small teams to complete this Compare and Contrast Task (Task 2) by a) researching a key concept of their choice related to language, education and society, and (b) comparing and contrasting findings as they relate to different educational/institutional contexts via online exchanges, and c) synthesize their research and discussion results on a shared			X	X			

				X	X			
	Google docs with individual contributions.							
4	Students collaboratively synthesize, evaluate, and translate the evidence into solutions and recommendations and publish on a joint project website (wiki). Specifically, in this Collaborative Task (Task 3), the same student teams will use their research in the compare and contrast assignment as a springboard for working towards a resolution of their key issue. They will delve deeper into their selected concepts and key issues on local and global education and/or institutional contexts by a) compiling their main findings in response to a number of guiding questions on the wiki, which will allow them to showcase their findings in a multimodal manner, and b) finding solutions and making recommendations for practice bearing in mind what they know personally about the contexts. Some class time will be set aside in the course for teams to coordinate their project, but members will need to work on this assignment primarily outside of class time. In Week 1, details of this task will be provided, teams formed, and a timeline scheduled.							

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: _____%								
IN-CLASS PARTICIPATION **Active participation in all classes, discussions, tasks, and activities** Students are assessed according to how actively they contribute to in-class discussions, tasks, and activities on course topics and readings. Active in-class participation requires verbal contributions as well as the non-use of cell phones or computers at all times - except when instructed otherwise. Missed classes will result in a reduction of points. 3 late-shows will count as one missed class.	X	X	X	X			10%	
CONTEXTUALIZATION EXCHANGES Students are assessed on how well they identify and articulate educational (teaching/learning) issues they have experienced by engaging in online exchanges regarding educational (teaching/learning) issues they have experienced. Both quality and quantity of posts will be assessed. Students are further assessed on how thoroughly they complete required readings in our course book and selected articles, and how well they are prepared to discuss them online.			X	X			20%	
LITERATURE RESEARCH Students are assessed on how thoroughly they have investigated what the (theoretical and/or empirical) literature says about this issue/context, i.e., how well they have researched a key concept of their choice related to language, education and soci-ety, and how thoroughly they have compared and contrasted findings as they relate to different educational/institutional contexts via online exchanges,			X	X			30%	

and how completely have they synthesized their research and discussion results on a shared Google docs. Students will be assessed individually, and **individual contributions** need to be <u>clearly indicated</u> on the Google docs (and may also be assessed via the Revision History in Google docs). Word limit: 2250 total (750/member). All references need to be in APA. Some class time will be set aside in the course for teams to coordinate their project, but members will need to work on this assignment primarily outside of class time. In Week 1, details of this task will be provided, teams formed, and a timeline scheduled.								
PRACTICAL APPLICATION PROJECT Students are assessed on how thoroughly and completely they synthesize, evaluate, and translate the evidence into solutions and recommendations and publish them on a joint project website (wiki). This requires collaborating as a team in using their research in the compare and contrast assignment as a springboard for working on resolution. They will be assessed on how thoroughly they have compiled their main findings (in response to a number of guiding questions) on the wiki, how well they have integrated multimodality, and how well-founded their solutions and recommendations for practice are.						40%		
Examination: ____% (duration: , if applicable)								
						100%		

5. **Assessment Rubrics**
   (Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

   Grading pattern: Standard (A+, A, A-….F). Grading is based on student performance in assessment tasks/activities.

   Classroom Culture will be graded on active participation in and contributions to all in-class tasks, activities, discussions

   Contextualization Exchanges (Task 1) will be graded on readings prior to class and online participation and postings (prompt responses and peer responses), the quality of posts will be judged based on the following criteria:
   (1) insightful and thoughtful
   (2) effectively synthesize information and illustrate with lived experience
   (3) add value to the conversation
   (4) only asks questions the student really wants to find answers to
   (5) discusses what the student found intriguing or confusing
   (6) shares own top take-aways

   Researching Literature (Task 2) will be graded according to the following criteria:

   (1) Information (quality, sufficiency, accuracy);
   (2) Introduction
   (3) Definition of the key concept
   (4) Teaching/learning issue description (background detail, clarity of issue),
   (5) Quality of the literature research and discussion (content, organization),
   (6) References in APA
   (7) Individual contribution (word limit)

   Practical Application Project (Task 3: team project) will be graded on the following criteria:
   (1) Information (quality, sufficiency, accuracy)
   (2) Synthesis, evaluation, and integration of content from Task 2
   (3) Content and organization
   (4) Relevance and practicality of recommendations
   (5) Effective use of multimodality on project site
   (6) Academic language/referencing/mechanics,

Assessment form: Presentation and Written assignment

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
Classroom Culture (on-going)	Task fulfillment which includes: Active participation in and contributions to all in-class tasks, activities, discussions.	Actively and verbally participates in and contributes to all in-class tasks, activities, and discussions. Refrains from use of cell phones or computers at all times - except when instructed otherwise. Missed zero classes.	Actively participates in and contributes to almost all in-class tasks, activities, and discussions. Refrains from use of cell phones or computers at all times - except when instructed otherwise. Missed zero classes.	Adequately participates in and contributes to most in-class tasks, activities, and discussions. Refrains from use of cell phones or computers most of the time. Missed one class.	Marginally participates in and contributes to in-class tasks, activities, and discussions. Frequent use of cell phones or computers. Missed more than one class.	Failed to participate in and contribute to in-class tasks, activities, and discussions. Frequent use of cell phones or computers. Missed more than two classes.
Contextualization Exchanges (Online)	Task fulfillment which includes all readings prior to class and online participation and postings (prompt responses and peer responses)	Engages with all readings and materials and online posts prior to each class. Provides superior responses to all required online posts (writes in a very insightful and thoughtful way,	Engages with most of the readings and materials and online posts prior to each class. Provides high-quality responses to most required online posts (writes in an insightful and	Adequately engages with the readings and materials and online posts prior to each class. Provides adequate responses to most required online posts (synthesizes information and illustrates with	Marginally engages with the readings and materials and online posts prior to each class. Provides marginal responses to some required online posts	Fails to engage with the readings and materials and online posts prior to each class. Fails to provide responses to the required online posts

		effectively synthesizes information and illustrates with lived experience, adds value to the conversation, only asks questions s/he really wants to find answers to, discusses what s/he found intriguing or confusing, shares own top take-aways)	thoughtful way, synthesizes information and illustrates with lived experience, adds value to the conversation, only asks questions s/he really wants to find answers to)	lived experience)		
Research Literature	Task fulfillment includes an introduction, definition of the key concept, teaching/learning issue description (background detail, clarity of issue), quality of the literature research and discussion (content, organization), references in APA;	Excellent quality of individual contribution to the introduction,definition of key concept, description of the teaching/learning issue, discussion (content, organization), referencing, 750 words or more	Good quality individual contribution to the introduction,definition of key concept, description of the teaching/learning issue, discussion (content,	Adequate quality of individual contribution to the introduction,definition of key concept, description of the teaching/learning issue, discussion (content,	Marginal quality of individual contribution to the introduction,definition of key concept, description of the teaching/learning issue, discussion (content,	Inadequate quality of individual contribution to the introduction,definition of key concept, description of the teaching/learning issue, discussion (content,

	Individual contribution clearly indicated on the Google docs (and may also be assessed via the Revision History in Google docs). Word limit: 2250 total (750/member)		organization), referencing, 750 words	organization), referencing, 500 words	organization), referencing, fewer than 500 words	organization), referencing, 400 words or fewer
Practical Application Project	Task fulfillment includes relevance and practicality of recommendations, effective use of multimodality on project site, academic language/referencing/mechanics,	Excellent synthesis, evaluation, and translation of the evidence into solutions; excellent multimodal representation of relevant and practical recommendations on project website (wiki)	Good synthesis, evaluation, and translation of the evidence into solutions; good multimodal representation of relevant and practical recommendations on project website (wiki)	Adequate synthesis, evaluation, and translation of the evidence into solutions; adequate multimodal representation of relevant and practical recommendations on project website (wiki)	Marginal synthesis, evaluation, and translation of the evidence into solutions; marginal multimodal representation of relevant and practical recommendations on project website (wiki)	Inadequate synthesis, evaluation, and translation of the evidence into solutions; inadequate multimodal representation of relevant and practical recommendations on project website (wiki)

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.)

Basic concepts

Basic concepts in sociolinguistics, including code-switching, dialects, diglossia, language, language variation, multilingualism, register, sociolinguistic variables, speech community, style, variety, etc.

Sociolinguistic themes

- language (LSP Chapter 1, LSPR Chapters 1, 2)
- language thought and representation (LSP Chapter 2, LSPR Chapters 3, 4)
- language and politics (LSP Chapter 3, LSPR Chapters 6, 7)
- language and the media (LSP Chapter Chapter 4, LSPR Chapters 9, 10, 11)
- linguistic landscape (LSP Chapter 5)
- language and gender (LSP Chapter 6, LSPR Chapter 14)
- language and ethnicity (LSP Chapter 7, LSPR Chapter 15)
- language and age (LSP Chapter 8, LSPR Chapter 18))
- language, class and symbolic capital (LSP Chapter 9 LSPR Chapter 19, 20, 21))
- Global Englishes (LSP Chapter 10, LSP Chapter 25)

Methods and methodological issues

- quantitative and qualitative research
- language censuses and language surveys
- domain analysis
- Labovian methodology
- data collection and the observer's paradox
- sociolinguistic interviews and questionnaires

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.	Mooney, Annabelle, et al. (2015) *Language, Society & Power: An Introduction.* London and New York: Routledge. (LSP)
2.	Mooney, Annabelle, et al. (2011). *The Language, Society & Power Reader.* London: Routledge. (LSPR)
3.	
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2.2 **Additional Readings**
    (Additional references for students to learn to expand their knowledge about the subject.)

1.	
2.	
3.	
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