

Hong Kong Shue Yan University
Department of English Language & Literature
1st Semester, 2021-2022

Course Title	: Sociolinguistics
Course Code	: ENG 250
Year of Study	: 2 nd
Number of Academic Credits	: 3
Number of QF Credits	: 12
Duration in Weeks	: 14
Contact Hours Per Week	: Lecture (2 Hours) : Tutorial (1 Hour)
Pre-requisite(s)	: Completion of ENG 160 Introduction to Linguistics
Prepared by	: Dr. Grace Leung

Course Aims:

This course introduces the major issues in sociolinguistics and examines the relation between human, language and society. Issues like regional, social and situational language variation, language change, language and culture, language attitudes and identity, language and gender, the social functions of language and language in contact will be discussed.

Course Learning Outcomes, Teaching and Learning Activities and Assessment Tasks

Course Intended Learning Outcomes (CILOs)	
Upon completion of this course students should be able to:	
CILO1	demonstrate sound understanding of the major issues in sociolinguistics
CILO2	identify, analyse, and explain language phenomena in society
CILO3	relate the sociolinguistic issues in their study to the sociolinguistic phenomena of their society, e.g. Hong Kong, Mainland China etc.
CILO4	plan and implement research in relation to sociolinguistic issues

Teaching and Learning Activities (TLAs)	
TLA1	Explanation of core issues and concepts with daily examples
TLA2	Research of online examples for in-class activities
TLA3	Planning and implementation of research
TLA4	In-class discussions
TLA5	Group oral presentations

Assessment Tasks (ATs)			
		Group	Individual
AT1	Group Oral Presentation <i>Students are to form groups of 4 to 5 to offer a 30-minute presentation on a selected topic. The presentation should consist of a critical analysis of the topic illustrated with daily examples and required readings. The PowerPoint file has to be uploaded on Moodle before the presentation. The presentation will be assessed with both group marks (based on the content) and individual marks (based on presentation skills). Presentations start from the second half of the semester on a weekly basis.</i>	20%	
AT2	Individual Mini Research Project <i>The assessment of this project includes: I. Written research proposal (10%) II. Writing up of the research project (30%) based on the collected data and academic readings.</i>		40%
AT3	Final Examination <i>The examination will be open-book with essay questions.</i>		40%
TOTAL		100%	

Alignment of Course Intended Learning Outcomes, Teaching and Learning Activities and Assessment Tasks		
Course Intended Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
CILO1	TLA1,2,3,4,5	AT1,2,3
CILO2	TLA2,3,4,5	AT1,2,3
CILO3	TLA2,3,4,5	AT1,2,3
CILO4	TLA3	AT2

Distribution of Notional Learning Hours/ QF Credits

Activity	Notional Learning Hours (NLHs)
(a) Contact Hours	
Lecture	26
Tutorial	13
Consultation	1
TOTAL:	40
(b) Self-Study Hours	
Reading	30
Exercises	5
Preparation for Presentation	15
Term Project	20
Revision for Examination	10
TOTAL:	80
Total NLHs: (a)+(b)	120

QF Credits: (Total NLHs/10)	12
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Course Outline

Week 1: Introduction to Sociolinguistics

- Key concepts of sociolinguistics
- Areas of sociolinguistic study

Required readings:

Holmes, J. (2017). *An Introduction to Sociolinguistics* (5th ed.). New York: Routledge. Chapter 1. pp. 1-15.

Wardhaugh, R. & Fuller, J. M. (2021). *An Introduction to Sociolinguistics* (8th ed.). New York: Wiley & Sons Inc.. Chapter 1.

Week 2: Language, Dialects, and Varieties

- Standardisation
- Regional and social dialects
- Styles, registers, and genres

Required readings:

Holmes, J. (2017). *An Introduction to Sociolinguistics* (5th ed.). New York: Routledge. Chapter 10. pp. 266-285.

Wardhaugh, R. & Fuller, J. M. (2021). *An Introduction to Sociolinguistics* (8th ed.). New York: Wiley & Sons Inc.. Chapter 2.

Week 3-4: Language Variation

- Regional and social variation
- Variation studies
- Variation and styles

Required readings:

Holmes, J. (2017). *An Introduction to Sociolinguistics* (5th ed.). New York: Routledge. Chapter 6 and 8. pp. 139-166, 194-213.

Wardhaugh, R. & Fuller, J. M. (2021). *An Introduction to Sociolinguistics* (8th ed.). New York: Wiley & Sons Inc.. Chapter 5.

Week 5-6: Research Methodology

Required readings:

APA style of writing <http://www.apastyle.org/learn/index.aspx>

Holmes, J. & K. Hazen. (eds.). (2014). *Research Methods in Sociolinguistics: a Practical Guide*. Chichester, West Sussex, UK; Malden, MA: Wiley Blackwell. pp.1-57.

Milroy, L. & Gordon, M. (2003). *Sociolinguistics: Method and Interpretation*. Oxford: Blackwell. pp.1-87.

Week 7: Language Attitudes and Identity

- Language prejudice and stereotype
- Social identity theory
- Accommodation theory

Required readings:

Holmes, J. (2017). *An Introduction to Sociolinguistics* (5th ed.). New York: Routledge. Chapter 15. pp. 409-423.

Meyerhoff, M. (2019). *Introducing Sociolinguistics* (3rd ed.). London; New York: Routledge. Chapter 4.

Week 8: Language Use in Multilingual Societies

- Multilingualism
- Diglossia
- Code mixing and switching (between languages and within a language)

Required readings:

Li, D. C. (2000). Cantonese-English code-switching research in Hong Kong: A Y2K review. *World Englishes*, 19(3), 305-322.

Holmes, J. (2017). *An Introduction to Sociolinguistics* (5th ed.). New York: Routledge. Chapter 2. pp. 19-52.

Wardhaugh, R. & Fuller, J. M. (2021). *An Introduction to Sociolinguistics* (8th ed.). New York: Wiley & Sons Inc.. Chapter 8.

Week 9: Languages in Contact

- Lingua franca
- Development of pidgins and creoles
- Linguistic features of pidgins and creoles
- Language borrowing and adaptation

Required reading:

Wardhaugh, R. & Fuller, J. M. (2021). *An Introduction to Sociolinguistics* (8th ed.). New York: Wiley & Sons Inc.. Chapter 9.

Week 10: Language, Gender, and Sexuality

- Gender and language use
- Gender and sexuality identities
- Sexist language

Required readings:

Holmes, J. (2017). *An Introduction to Sociolinguistics* (5th ed.). New York: Routledge. Chapter 12. pp. 322-358.

Wardhaugh, R. & Fuller, J. M. (2021). *An Introduction to Sociolinguistics*. (8th ed.). New York: Wiley & Sons Inc.. Chapter 11.

Week 11-12: Language, Culture, and Thought

- Linguistic relativity
- Prototypes and taxonomies
- Politeness
- Taboo and euphemism

- Sapir-Whorf hypothesis

Required readings:

Holmes, J. (2017). *An Introduction to Sociolinguistics* (5th ed.). New York: Routledge. Chapter 13. pp. 359-384.

Hudson, R.A. (1996). *Sociolinguistics*. Cambridge: Cambridge University Press. Chapter 3. pp. 70-105.

Wardhaugh, R. & Fuller, J. M. (2021). *An Introduction to Sociolinguistics*. (8th ed.). New York: Wiley & Sons Inc.. Chapter 4.

Week 13: Language Change

- Causes of change – social and historical
- Process of change
- Real time and apparent time of change

Required readings:

Holmes, J. (2017). *An Introduction to Sociolinguistics* (5th ed.). New York: Routledge. Chapter 9. pp. 214-245.

Meyerhoff, M. (2019). *Introducing Sociolinguistics* (2nd ed.). London; New York: Routledge. Chapter 7.

Wardhaugh, R. & Fuller, J. M. (2021). *An Introduction to Sociolinguistics* (8th ed.). New York: Wiley & Sons Inc.. Chapter 5.

Week 14: Reading Week

Academic Honesty

You are expected to do your own work. Dishonesty in fulfilling any assignment undermines the learning process and the integrity of your university degree. Engaging in dishonest or unethical behaviour is forbidden and will result in disciplinary action, specifically a failing grade on the assignment with no opportunity for resubmission. A second infraction will result in an F for the course and a report to University officials. Examples of prohibited behaviour are:

Cheating – an act of deception by which a student misleadingly demonstrates that s/he has mastered information on an academic exercise.

- Copying or allowing another to copy a test, quiz, paper, or project
- Submitting a paper or major portions of a paper that has been previously submitted for another class without permission of the current instructor
- Turning in written assignments that are not your own work (including homework)

Plagiarism – the act of representing the work of another as one's own without giving credit.

- Failing to give credit for ideas and material taken from others
- Representing another's artistic or scholarly work as one's own

Fabrication – the intentional use of invented information or the falsification of research or other findings with the intent to deceive

To comply with the University's policy, term paper/project has to be submitted to VeriGuide.

Resources

Primary Text:

Wardhaugh, R. & Fuller, J. M. (2021). *An Introduction to Sociolinguistics*. (8th ed.). New York: Wiley & Sons Inc..

Supplementary Readings:

Aitchison, J. (2013). *Language Change: Progress or Decay?*. Cambridge; New York: Cambridge University Press.

Bolton, K. (2003). *Chinese Englishes: A Linguistic History*. Cambridge: Cambridge University Press.

Bolton, K. (2002). *Hong Kong English: Autonomy and creativity*. Hong Kong: Hong Kong University Press.

Coulmas, F. (1998). *The Handbook of Sociolinguistics*. Oxford: Blackwell.

Coupland, N. & A. Jaworski. (eds.). (2009). *The New Sociolinguistics Reader*. New York: Palgrave Macmillan.

Crystal, D. (2003). *English as a Global Language*. Cambridge: Cambridge University Press.

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.

Eckert, P. & McConnell-Ginet, S. (2003). *Language and Gender*. Cambridge: Cambridge University Press.

Ehrlich, S., Meyerhoff, M., & Holmes, J. (Eds.). (2014). *The Handbook of Language, Gender, and Sexuality*. Malden: John Wiley & Sons Inc..

Flick, U. (2011). *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. London: Sage.

Gibbons, J. (1987). *Code Mixing and Code Choice: A Hong Kong Case Study*. Clevedon: Multilingual Matters Limited.

Henry, E. S. (2010). Interpretations of “Chinglish”: Native speakers, language learners and the enregisterment of a stigmatized code. *Language in Society*, 39(5), 669-688.

Holmes, J. (2017). *An Introduction to Sociolinguistics* (5th ed.). New York: Routledge.

Holmes, J. & K. Hazen. (eds.). (2014). *Research Methods in Sociolinguistics: a Practical Guide*. Chichester, West Sussex, UK; Malden, MA: Wiley Blackwell.

Hudson, R.A. (1996). *Sociolinguistics*. Cambridge: Cambridge University Press.

Johnstone, B. (2000). *Qualitative Methods in Sociolinguistics*. New York: Oxford University Press.

Kachru, Y. & Nelson, C. L. (2006). *World Englishes in Asian Contexts*. Hong Kong: Hong Kong University Press.

Meyerhoff, M. (2019). *Introducing Sociolinguistics* (3rd ed.). London; New York: Routledge.

Milroy, L. & M. Gordon. (2003). *Sociolinguistics: Method and Interpretation*. Oxford: Blackwell.

Page, R., Barton, D., Unger, J. W. , & Zappavigna, M. (2014). *Researching Language and Social Media: A Student Guide*. New York: Routledge.

Romaine, S. (2000). *Language in Society: An Introduction to Sociolinguistics*. Oxford: Oxford University Press.

Setter, J., Chan, B. H. S, & Wong, C. S. P. (2010). *Hong Kong English*. Edinburgh: Edinburgh University Press.

Trudgill, P. (2000). *Sociolinguistics: An Introduction to Language and Society*. London: Pengu

Assessments and Instructions

Group Presentation Assessments and Instructions (AT1)

(20%)

Oral Presentation Assessment Rubric

Criteria		Exemplary 5	Satisfactory 3-4	Developing 2	Unsatisfactory 0-1
Communication Skills (Individual) Weight for this criterion: 30% of total score Score of this part: _____/20 Give a score (0-5) to each category.	1-5%	Consistently speaks with appropriate volume, tone, and articulation.	Generally speaks with appropriate volume, tone, and articulation.	Has difficulty speaking with appropriate volume, tone, and articulation.	Does not speak with appropriate volume, tone, and articulation.
	1-5%	Consistently employs appropriate eye contact, posture, and appropriate nonverbal communication techniques.	Adequately employs appropriate eye contact, posture, and appropriate nonverbal communication techniques.	Employs infrequent eye contact, poor posture, and/or limited nonverbal communication techniques.	Makes no eye contact and does not employ nonverbal communication techniques.
	1-5%	Consistently employs standard grammar.	Generally employs standard grammar.	Infrequently employs standard grammar.	Does not employ standard grammar.
	1-5%	Employs creative use of visual aids that enrich or reinforce presentation.	Employs appropriate visual aids that relate to presentation.	Employs ineffective visual aids.	Uses no visual aids.
Criteria		Exemplary	Satisfactory	Developing	Unsatisfactory
Content and Coherence (Group) Weight for this criterion: 60% of total score Score of this part: _____/70 Give a score to each category.	1-35%	Effectively defines a main idea and clearly adheres to its purpose throughout presentation.	Adequately defines a main idea and adheres to its purpose throughout presentation.	Insufficiently defines a main idea and adheres to its purpose throughout presentation.	Does not define a main idea or adhere to its purpose.
	1-20%	Demonstrates exceptional use of supporting details/evidence.	Demonstrates sufficient use of supporting details/evidence.	Demonstrates insufficient supporting details/evidence.	Demonstrates no supporting details/evidence.
	1-10%	Employs a logical and engaging sequence which the audience can follow.	Employs a logical sequence which the audience can follow.	Employs an ineffective sequence confusing to the audience.	Lacks an organizational sequence.
	1-5%	Adheres to prescribed time guidelines.	Adheres to prescribed time guidelines.	Violates prescribed time guidelines.	Violates prescribed time guidelines.
Criteria	1-10%	Exemplary 8-10	Satisfactory 5-7	Developing 3-4	Unsatisfactory 0-2
Q & A (Individual) Weight for this criterion: 10% of total score Score of this part: _____/10 Give a score (0-10) to each category.		Provides questions to facilitate interaction with audience. Accurately responds to questions and comments and provides extra examples for illustration.	Provides questions to facilitate interaction with audience. Accurately responds to questions and comments but does not provide further illustration.	Provides very few questions to facilitate interaction with audience. Indirectly responds to questions and comments and does not provide further illustration.	Does not provide questions. Does not provide relevant response to questions and comments.

Instructions

In a group of 4-5, students have to present a topic of sociolinguistics, e.g. language variation. They should read relevant materials and incorporate examples that they have come across in everyday life. The presentation should be about 30 minutes with an additional 5 minutes for Q & A.

Research Project Assessments and Instructions (AT2)

The assessments of this project includes I. Written Research Proposal (10%) II. Written research project (30%).

Research Project Assessment Rubric

Rubric	Exemplary 8-10	Satisfactory 5-7	Developing 3-4	Unsatisfactory 0-2
Item I (10%)	<ul style="list-style-type: none"> • Student has clear ideas and well-thought-out plan for her/his investigation. • Student can relate her/his investigation to relevant literature in detail. • Student can provide detailed explanation on her/his research implementation. 	<ul style="list-style-type: none"> • Student has clear ideas and a plan for her/his investigation • Student can provide some relevant literature in relation to her/his investigation. • Student can provide explanation on his/her research implementation. 	<ul style="list-style-type: none"> • Student has some ideas about her/his research but her/his plan of investigation is sketchy. • Student does not include relevant literature. • Student's explanation of research implementation is not very clear. 	<ul style="list-style-type: none"> • Student can neither provide clear ideas nor a plan of her/his investigation. • Student does not include relevant literature. • Student does not provide an explanation of research implementation.
	Exemplary 25-30	Satisfactory 21-24	Developing 15-20	Unsatisfactory 0-14
Item II (30%)	<ul style="list-style-type: none"> • The written project has provided a clear and informative account of the investigation. • It shows the student's meticulous planning of the research and good understanding of the issue of investigation. • Student can provide some insightful discussions in relation to the data collected. • All the required parts in "Format" are well-presented. 	<ul style="list-style-type: none"> • The written project has provided a clear and informative account of the investigation. • It shows student's research efforts and understanding of the issue of investigation. • All the required parts in "Format" are well-presented. 	<ul style="list-style-type: none"> • The written project has provided a brief account of the investigation. The discussion part can be enriched. • A required part mentioned in "Format" is missing. 	<ul style="list-style-type: none"> • A poorly written project which does not reflect a satisfactory and relevant investigation. • Some required parts mentioned in "Format" are missing.

Instructions

Proposal:

Observe the language phenomena in Hong Kong or other speech community(ies) and plan your research with reference to the sociolinguistic issues that you have learned and discussed in this course. Write out a research proposal of around 400 words. (The proposal should be submitted in week 7.)

Project: Conduct a mini research project on the approved topic. You may collect your first-hand data of your research through interview, questionnaire etc.

When the investigation is completed, write a report on the findings of your research:

Format: - In your report, you should include – the **aim(s)** of your research, **relevant literature** (with a bibliography at the end) on the topic, **methodology, findings** of the research, **discussion** of your findings and a **conclusion**.
- The report should be in APA style.

Length: Approximately 2500 words

Deadline: 6th December 2021

(1 subgrade will be lowered every 24 hours for submission made after the deadline)

Submission methods:

A softcopy of your work should be submitted to Moodle. (VeriGuide is included in Moodle.)

NOTE:

Do not plagiarise! "ZERO" mark will be given to any plagiarised assignments.

To avoid plagiarising, think carefully, write in your words and always acknowledge your source of information. Please refer to the APA file for more information on format and referencing of your writing.