Department of English
The Chinese University of Hong Kong

ENGE2630 Sociolinguistics: Language, Culture, and Society
Spring 2021

Instructor: Prof. Prem Phyak	**Office: TBD**
Tutors: TBD	**Office hour: Wednesday, 2-4pm**
Venue and Time: TBD	**(by appointment)**

Course description
Language, culture, and society are intimately connected, each one influencing the others. The field of study that focuses on the relationship between language, culture, and society is defined as sociolinguistics. In multilingual and multicultural societies, language practices and choices are closely connected with social factors such as ethnicity, gender, social class, and culture. This course aims to provides students with basic theoretical and practical insights into understanding and analyzing the relationship between language and society. Topics covered in this course include code-switching, language in the media, styles, identity, language attitudes, language shift/maintenance as well as language policy. Examples are drawn from a wide range of social contexts, with a focus on the English language. Sociolinguistics topics in Hong Kong are given particular consideration.

Learning Outcomes
On completion of the course, students are excepted to:
- Analyze the relationship between language and society;
- Describe the factors affecting language choice, attitudes, and shift/maintenance;
- Observe, describe and discuss linguistic phenomena in light of sociolinguistic concepts and theories;
- Analyze language use in society by conducting sociolinguistic fieldwork.

Format of Class Meetings and Communication Media
- Lectures/Discussion: 2 hrs of lecture + 1 hr tutorial based on selected reading material
- Communication: Check your CUHK email and Blackboard regularly for course related announcements.

Course Activities & Assessments *(subject to change in case of online teaching)*

Assignments*	Description	Weighting
Attendance and class participation	Students attend and participate actively in all sessions of lecture and tutorial. It is important for you to read the assigned chapters/articles before you attend the lectures and tutorials and participate meaningfully in interactions. Your participation in group/pair and individual activities is important to understand and critically think about the topics of discussion.	10%
Blackboard discussion	Students are required to contribute to at last **5 teacher-initiated topics** and initiate one discussion related to sociolinguistics. The responses to each topic should be posted **within a week**. Each response should not exceed 150 words. You should make sure that your responses are concise, relevant and informed by the course readings. You should be	10%

Details about each assessment will be provided at different stages of the course.

	respectful to your colleagues' opinions although they are different from yours. Your responses are about the topic of discussion but not about the individuals who post their response. **Personal attacks are not acceptable.** Prof. Phyak will intervene if there is any issue. Your responses should reflect your knowledge, critical thinking and analytical skills.	
Quiz Or Annotated bibliography	You are required to take one quiz for the whole semester. The purpose of this assignment is to assess your understanding of key concepts, perspectives and ideas from the course readings. In case of online teaching, quiz will be replaced by annotated bibliography. Students select five recent articles on a specific topic of sociolinguistics and write an annotated bibliography. Students should send the articles to Prof. Phyak for an approval.	15%
Fieldwork exercise	For this assignment, students will participate in fieldwork to collect language practices/use related to a specific topic in sociolinguistics. You will in observe, record, and analyze language practices in specific domains such as home, community, school, restaurant, public space, social media, and the Internet. By the end of **Week 4**, you will send me a brief proposal describing what, why and how you are doing fieldwork. Before you go for fieldwork, your proposal should be approved. *Note: Other details will be provided later.*	20%
Tutorial presentation	Deliver an intellectually interesting and thoughtful presentation based on the tutorial question prompt(s). Prepare visual (notes, handouts, and/or PowerPoint slides) as well as other teaching aids to facilitate your audience's understanding. Encourage participation from fellow classmates, if possible. BE CREATIVE. Given time: **20 minutes**. *Note. Other details will be provided later.*	10%
Final term paper	Produce a 15-page (maximum) term paper on a specific topic/issue of sociolinguistics. Such topics, for example, include language choice, language practices in specific domains, language identities, and language attitudes. For this assignment, you will send **a brief proposal (one page)** that describes what, why and how aspects of the topic you are writing about. 12-point-font Times New Roman, double-spaced, references excluded in page number count. *Note. Other details will be provided later.*	35%

Course Schedule and Topics *(subject to change)*

Week	Date	Topic	Readings	Assignment Dues
1	11/1	Course overview What and why sociolinguistics?	Holmes & Wilson (2017) CH 1	
2	18/1	Language choice in multilingual communities—code-switching and code-mixing	Holmes & Wilson (2017) CH 2	

3	25/1	Language maintenance and shift	Holmes & Wilson (2017) CH 3	
4	1/2	Dialects, styles and social contexts	Holmes & Wilson (2017) CH 6 & 10	*A brief proposal for fieldwork*
5	8/2	Language and identities	**Dyer (2007)** Tabouret-Keller (1997)	
6	15/2	No Class (Lunar New Year)		*A brief proposal for the final term paper*
7	22/2	*Sociolinguistic fieldwork*	Schilling (2013) CH 3 & 5	
8	1/3	Language and media	**Lee (2017) CH. 4** Schreiber (2015).	
9	8/3	Language in public space	Lai (2013)	
10	15/3	Politeness and cross-cultural communication	Holmes & Wilson (2017) CH 11	
11	22/3	**Quiz**		
12	29/3	No class (Reading week)		
13	5/4	No class (reading week)		
14	12/4	Language in discourse	Holmes & Wilson (2017) CH 14	
15	19/4	Attitudes and application Course evaluation	Holmes & Wilson (2017) CH 15	
Final term paper Due May 7, 2021				

Note: The readings may be changed as the semester unfolds.

Courses Readings

Required Reading
Holmes, J. & Wilson, N. (2017). *An introduction to sociolinguistics (5th Ed).* London: Routledge.

Recommended Readings
Bratt Paulston, C. & Tucker G. R. (eds.) (2003). *Sociolinguistics: The essential readings*. Oxford: Blackwell
Coupland, N. & Jaworski, A. (1997). *Sociolinguistics. A reader and coursebook.* London: Macmillan.
Dyer, J. (2007). Language and identity. In C. Llamas et al. (eds.), *The Routledge companion to sociolinguistics* (pp. 101-108). London: Routledge.
Johnstone, B. (2000). *Qualitative methods in sociolinguistics*. NY: Oxford UP
Lai, M. L. (2013). The linguistic landscape of Hong Kong after the change of sovereignty. *International Journal of Multilingualism*, *10*(3), 251-272.
Lee, C. (2016). *Multilingualism online*. London & New York: Routledge.
Llamas, C., L. Mullany and P. Stockwell. (Eds.) (2007). *The Routledge companion to sociolinguistics.* London: Routledge.
Mesthrie, R. (Ed.) (2001). *Concise encyclopedia of sociolinguistics*. NY: Elsevier. [available as e-book via the CUHK library website]
Mesthrie, R., Swann, J., Deumert, A., & Leap, W. (2000). *Introducing sociolinguistics*. Edinburgh University Press. [available as e-book via the CUHK library website]
Meyerhoff, M. (2011). *Introducing sociolinguistics*. (2nd Ed.). London: Routledge. [available as e-book via the CUHK library website]
Schilling, N. (2013). *Sociolinguistic fieldwork*. Cambridge: Cambridge University Press.

Schreiber, B. R. (2015). "I am what I am": Multilingual identity and digital translanguaging. *Language Learning & Technology*, *19*(3), 69-87.

Stockwell, P. (2007). *Sociolinguistics: A resource book for students*. London: Routledge.

Tabouret-Keller, A. (1997) Language and identity. In F. Coulmas (ed.), *The handbook of sociolinguistics* (pp. 315-326). Oxford: Blackwell.

Trousdale, G. (2010). *Introduction to English sociolinguistics*. Edinburgh University Press.

Hong Kong and Asia Specific Readings

Bolton, K. (2003). *Chinese Englishes*. London: Cambridge UP.

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

Evans, S. (2016). *The English language in Hong Kong: Diachronic and synchronic perspectives*. Springer.

Li, E. S-H. (2015). *Language, society and culture in Hong Kong*. Hong Kong: OUHK Press.

O'Sullivan, M., Huddart, D., & Lee, C. (Eds.). (2015). *The future of English in Asia: Perspectives on language and literature*. Routledge.

Pennington, M. (Ed.). (1998). *Language in Hong Kong at century's end*. HK: HKU Press.

Setter, J. (2010). *Hong Kong English*. Edinburgh University Press.

Tam, K. K., & Weiss, T. (Eds.) (2004). *English and globalization: Perspectives from Hong Kong and Mainland China.* Hong Kong: Chinese University Press.

Some Journals on Sociolinguistics

Language in Society
Journal of Sociolinguistics
International Journal of the Sociology of Language
Language and Education
Linguistics and Education
English Today
Discourse, Context, and Media
Journal of Pragmatics
World Englishes
Journal of Language, Identity and Education
Language Policy
Current Issues in Language Planning

Academic Honesty and Plagiarism
- You must not at any time copy directly from sections of reference materials without acknowledging your source of materials.
- Please read carefully the information regarding academic honesty on the following website: http://www.cuhk.edu.hk/policy/academichonesty
- Fill in the VeriGuide declaration form and attach it to your assignment.
- ***Penalty for Late Submission of Assignments***: A sub-grade (e.g. from B+ to B) will be deducted per late day.

Grading System
Grade A /Excellent: Outstanding performance on ALL learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority

Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Fair (Plus): VERY SATISFACTORY performance on the majority of learning outcomes. Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Fair : SATISFACTORY performance on the majority of learning outcomes. Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Fair (Minus): SOMEWHAT SATISFACTORY performance on A NUMBER OF learning outcomes. Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on a A FEW learning outcomes. Addresses the course inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: ALMOST BARELY satisfactory performance on VERY FEW learning outcomes. Addresses the course inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure : Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. Fails to address the course and likely does not understand what the course requires. In other words, the work completely misses the point.