

ENGE3690 (Term 1, AY22-23) Gender and Language

Department of English
The Chinese University of Hong Kong

COURSE OUTLINE

Module Code and Title: ENGE3690 Gender and Language

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Lecture:

Office Hours:

Tutorials:

Course email:

Course Description¹

This course is designed to encourage you to think analytically about gender and sexuality, about language, and about the relation between language and social practice. The goals are inseparably intellectual and political: responsible scholarship and citizenship require the ability and eagerness to go beyond stereotype, common belief, and the popular press, to evaluate claims for oneself in a knowledgeable way. This course will provide facts, theory, and analytic tools with which to consider issues related to gender and sexuality, and its relation to language. Students will learn the linguistic features associated with gender-specific speech in different communities and examine the major theoretical and methodological approaches to the analysis of gender representation in language, particularly the role of language in shaping gender identities, and legitimizing and contesting gender ideologies. Topics such as sexism and language use in different cultural contexts, and gender-based language reforms will also be addressed. Through the gathering and analysis of data, students will be asked to look for questions that might be answered, problems that might be solved, and issues that might be explored.

Learning Objectives

By the end of the course, you should be able to...

1. Demonstrate an understanding of (1) the central concepts for and major approaches to gender and language, (2) the various ways people develop and use language differently, depending on their gender identities, and (3) the importance of the relationship between linguistic and social variables in the study of gender and language.

¹ This course is largely inspired by Mie Hiramoto's Language, Gender, and Text course outline.

2. Engage with theoretical discussions and apply them to sociolinguistic phenomena.
3. Carry out basic analyses of sociolinguistic patterns involving language, gender, and sexuality.
4. Develop a capacity to critically reflect on issues in language and gender that you encounter in daily life.

eLearning/Course Announcements

We will be using Blackboard Learn as the eLearning platform in this course. Blackboard Learn will be used for a) dissemination of course materials such as discussion questions, weblinks, and materials, b) class discussion, c) Q & A, and d) course announcements.

You can access Blackboard Learn at: <https://elearn.cuhk.edu.hk/>

A demonstration of how to access Blackboard Learn to post and respond to announcements, download resources, and use the discussion and Q & A forum, will be given in the first lecture.

Class format (tentative)

The main class format (lecture) will vary from session to session but will generally comprise a lecture and/or a discussion.

More information can be found in “Learning Activities”.

Learning Activities

A variety of learning activities will be employed in this course. Our sessions will be a combination of presentation of course content (lecture), interactive tasks (individual, pair, or group) and hands-on learning activities, and discussions. Tutorials will also be conducted.

A. Lectures/presentations

The instructor will give a presentation of the key concepts related to the weekly topic. Most notes (Powerpoint slides/deck) for each lecture will be available in Blackboard in advance. Towards the middle of the term, students will be asked to provide a short presentation of the readings for that week. The instructor may supplement the summary with a mini lecture, if needed.

B. Discussions

Each week we will read around two papers, which are listed in the course schedule below. Students will engage in discussions about the readings based on weekly discussion questions set by me, which will be uploaded at least 5 days in advance to Blackboard.

Students must prepare written answers to the discussion questions (250-500 words) before each class (Except the first class). You are also encouraged to ask for clarification of unfamiliar concepts about the readings or the discussion questions in advance. Please follow the APA 7th citation style when you write your discussion question responses (the readings and other references including online sources). The guidelines can be accessed here:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_electronic_sources.html

During the discussion period, about 15-20 minutes will be spent for small group discussion, then, the class will come together to discuss for about 20 minutes. Each small group will have a designated note taker to log members' contributions during the small group discussion. This method applies to each reading, meaning that about 35-40 minutes will be spent for class discussion for each reading every week (with 2 readings, there will be 35-40 minutes x 2 per class meeting). Coming to class prepared for the discussions will be crucial for your quizzes.

C. Tutorials

Students are expected to come to them to reinforce concepts covered in the lecture and in the readings. The class structure may vary from session to session, but it typically starts with a brief review of key concepts in the latest lectures and readings and/or concepts that warrant more discussion. What follows depends on the needs of the students and the course. Your tutor may decide to invite you to complete a problem set together. In some sessions, they may decide to allocate tutorial time for the final project. The tutor will allot time during class or towards the end of class for student questions. Overall, tutorials are designed to make you interact with the class materials. There is a focus is on application – tutorials ensure that the concepts learned in lecture and in the readings do not simply remain knowledge, but also become tools for analyzing and navigating real-life situations.

The following workload schedule may help you allocate your time this term:

Lecture	Tutorial	Discussion	Reading/Revising	Preparing assignments/ examinations/ tutorial activities
In class	In class	Out class	Out class	Out class
2 hrs	1 hr	1 hr	2 hrs	4 hrs
M	M	O	O	O

M = Mandatory, O = Optional (but highly recommended)

Attendance policy

On the 1st week of our course, please look ahead and see if you need to miss class for any excusable reason (e.g., religious observance, court order, university-sanctioned event, etc.) and notify me as soon as possible. We may be able to make alternative arrangements for completing assignments.

There will be no makeup session for a missed class; thus, attendance is required. If you foresee a difficulty being on time every week, this class is not recommended for you.

Major illness/emergency: Serious events do sometimes require absence from class. For the purposes of this class, a “major medical or personal emergency” is defined as an event that requires a student to be absent for serious reasons beyond their control. While I hope this does not happen at all, these situations are evaluated on an individual basis with regard to their impact on a student’s grade and must be verified by documentation that supports the student’s need for absence from class (within a

week of the missed class). Make-up for graded assignments missed due to major emergencies will be decided upon at the discretion of the instructor.

Your course grade will be determined entirely by your performance on the course requirements. There will be no extra-credit assignments, so please do not ask the instructors for special treatment.

Important information regarding online format

Classes are expected to be conducted face-to-face. However, in the event of an emergency, classes may be moved online. To facilitate smoother online communication, your video must be turned on by default (please feel free to talk to me should you encounter any problems about this). If you cannot pay attention or cannot refrain from disruptive behavior during the class period, you will be forced out from the Zoom room. Disruptive behavior includes, but is not limited to: coming to class late, turning off your video without my consent, not participating in class activities such as discussions and lecture, sharing the course materials with those who are not enrolled in this module, etc.

Some students who took this class online highlighted their anxieties coming from their strong concerns over grades. Weekly readings can be challenging, and the major assignment deadlines fall on the same week. Yet, this class focuses more on learning and less on grades. If your focus is more on grades, this class may not be suitable for you.

Assessment Criteria & Weighting

Your primary day-to-day responsibilities are to keep up with the readings and lectures and participate effectively in your discussion section so that you are mastering key ideas and are adequately prepared for the course requirements. We will make important class announcements via Blackboard Announcements—you are responsible for staying up-to-date with these announcements, so make sure you have notifications turned on!

Your final course grade will be composed of the following parts:

Component	Description	Percentage
Participation	Participation is more than just showing up for class (though that is crucial) – it means to verbally contribute to class (lecture, tutorial, and online) discussion, exercises, and activities in a constructive and active manner.	10%
Reading Presentations	The presentations will focus on the readings for the week. Students will be expected to give a summary and facilitate a discussion on readings they signed up for. The following will be assessed: <ul style="list-style-type: none">• Materials (slide deck, handouts, etc.) 5%• Engagement with readings (quality, depth) 20%	30%

	<ul style="list-style-type: none"> Comprehensiveness (Does your presentation cover the main points?) 5% <p>Presentations should be around 15 to 20 minutes. Slide deck format: Plain white background, Calibri font, avoid overwhelming slides with text Decks should be submitted to Blackboard 24 hours before class.</p>	
Final project	<p>To enable you to apply what you've learned in class, you will be asked to collect your own data and analyze them in light of the topics covered. The following will be assessed:</p> <ul style="list-style-type: none"> Annotated bibliography (5%) Proposal (5%) Final presentation (10%) Final paper (20%) <p>The final project can be an individual or pair project – you can work in a team of maximum 2 students to collaboratively collect and analyze your data. You will have opportunities to work on the final project during the tutorial sessions as well as additional 'open lab' hours supervised by the TAs. More on this on Week 3.</p> <p>Late projects will be penalized 1 point for each day late.</p> <p>Group work assessment If there are matters concerning the group work, they must be brought to the instructor's attention before the project submission date.</p> <p>The instructor holds the right to give different grades for different group members.</p>	40%
Quizzes	<p>There will be two to three quizzes that will test your understanding of the topics covered in the course. Some common formats of the quizzes include multiple choice items and short answers. The quizzes will contribute to the 'Quizzes' grade equally.</p>	20%

Grading scale

Letter grade	Mark Ranges	Converted Points
A	85-100	4.0

A-	80-84.99	3.7
B+	76-79.99	3.3
B	72-75.99	3.0
B-	68-71.99	2.7
C+	64-67.99	2.3
C	60-63.99	2.0
C-	56-59.99	1.7
D+	53-55.99	1.3
D	50-52.99	1.0
E/F	0-49	0.0

Course grade descriptors

Grade	Descriptor	
A	Excellent	Outstanding performance on <u>ALL</u> 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 is 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.
A-	Very Good	Generally outstanding performance on <u>ALMOST ALL</u> 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.
B+	Good (Plus)	<u>HIGH</u> performance on all learning outcomes, OR <u>HIGH</u> performance on some learning outcomes which compensates <u>WELL</u> for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply <u>WELL</u> the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level <u>WELL</u> .
B	Good	<u>SUBSTANTIAL</u> performance on all learning outcomes, OR <u>SUBSTANTIAL</u> 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 <u>MORE COMPREHENSIVE</u> manner that would sufficiently fulfill the normal expectations at this level.
B-	Good (Minus)	<u>GOOD</u> performance on all learning outcomes, OR <u>GOOD</u> 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 <u>COMPREHENSIVE</u> manner that would sufficiently fulfill the normal expectations at this level.
C+	Adequate (Plus)	<u>VERY ADEQUATE</u> performance on the majority of learning outcomes. Demonstrates the ability to apply the principles or skills learned in the course in a <u>SOMEWHAT SUSTAINED</u> manner that would meet the basic requirement at this level.
C	Adequate	<u>ADEQUATE</u> 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.
C-	Adequate (Minus)	<u>SOMEWHAT ADEQUATE</u> performance on <u>A NUMBER OF</u> learning outcomes. Demonstrates the ability to <u>SOMEWHAT</u> apply the principles or skills learned in the course in a manner that would meet the <u>BARE</u> basic requirement at this level.
D+	Pass (Plus)	<u>BARELY SATISFACTORY</u> performance on <u>A FEW</u> learning outcomes. Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.
D	Pass	<u>ALMOST BARELY SATISFACTORY</u> performance on <u>VERY FEW</u> learning outcomes. Addresses the task inadequately by meeting the basic requirement at this level only in <u>very few</u> areas while responding <u>very</u> minimally with possibly tangential content in others.
F	Failure	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.

Expectations

The following guidelines will create a comfortable and productive learning environment throughout the term.

You can expect me to:

- start and end class on time.
- reply to e-mails within 24 hours on weekdays and 36 hours on weekends (so long as I am not participating in conferences).
- assign readings/homework that adequately cover the material and meet the learning objectives of the course while adhering to the time expectations for a three-unit course.
- give quizzes and questions that accurately reflect the material covered in class and assigned in class meetings/assignments/Blackboard.

I can expect you to:

- come to class on time.
- be attentive and engaged in class.

- spend an adequate amount of time on the readings/assignment each week, making an effort to understand and think critically about each material.
- engage with both the abstract/theoretical and concrete/data-oriented sides of the material.
- seek help when appropriate/needed.

Communicating with the teaching team

Please don't hesitate to email any of the teaching team members if you have questions about the course. To help us respond quickly and efficiently to your emails, please follow these guidelines:

If your question is about...	You should email...
Course logistics, including Blackboard-related questions and issues, missed or late assignments, a problem with one of your grades, needing accommodations for an exam or assignment, etc...	_____, our course email address, which is managed by our tutor, _____
Anything to do with your tutorials, like missing class, accessing discussion materials, specific questions about content or activities from discussion, etc.	Your tutor
Course content from lecture, including questions about the requirements and exams (if any)	Your tutor and/or Prof. Gonzales (see the first page of the syllabus for our email addresses!).

You are welcome to attend any office hours held by *any* member of the teaching team. Please note it's often better (and more fun) to ask substantive course questions face-to-face (either via Zoom or in person, depending on how each of the teaching team members plans to hold office hours) rather than over email, so please do come and "see" us!

Offensive course content & taboo language

For the most part, the material covered in this course is unlikely to be offensive to many people, especially those who are interested in sociolinguistics, linguistic anthropology, gender/sexuality studies, etc., but topics such as religious traditions, warfare/violence, human anatomy/physiology, and swear words are likely to come up occasionally in the lectures or in the discussion, and it is possible that some students will feel uncomfortable as a result.

The primary source of information for this course is language and we will study all types of language. This means we will sometimes study taboo language (stigmatized words).

While I think we all understand the distinction between studying language and using language and we can discuss viewpoints that we disagree with, if you are uncomfortable with the subject matter, please feel free to talk to me.

Feedback for Evaluation

At the end of the course, students will be asked to complete Course Evaluations for both the lectures and tutorials. This information is highly valued and is used to revise teaching methods, tasks, and content. During the term, students are also strongly encouraged to provide feedback on the course via email or meetings with the professor or tutors.

Veriguide

Each student must upload a soft copy of their Final Project to the plagiarism detection engine Veriguide. The system will issue a receipt that also contains a declaration of honesty (see below). The declaration should be signed and the receipt stapled to a hard copy of the assignment (or appended to the soft copy of the assignment). Assignments without the receipt or the signed declaration of honesty will not be graded.

Academic Honesty

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>. With each assignment, students will be required to submit a statement that they are aware of these policies, regulations, guidelines and procedures.

Statement:

I declare that the assignment here submitted is original except for source material explicitly acknowledged. I also acknowledge that I am aware of University policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations, as contained in the website

<http://www.cuhk.edu.hk/policy/academichonesty/>

Signature

Date

Name

Student ID

Course code Course title

Disclaimer

Except for the grading criteria and the absence policy, this syllabus is subject to change with reasonable advance notice, as deemed appropriate by the instructor. No such changes are anticipated, but life is fraught with uncertainty.

Course Reading List and Schedule (tentative)

All readings are uploaded to Blackboard. Assigned readings must be done before class.

Wk	Date	Topic	Primary readings	Supplementary resources	Requirements
1		Gender: An introduction	(Eckert and McConnell-Ginet 2013) Ch 1 (Cameron and Kulick 2004:47–73)	Dominance approach (Lakoff 1973) Difference approach (Tannen 1990) Performativity approach (Butler 1988; Cameron 1997)	
2		Language and gender Linguistic resources	(Eckert and McConnell-Ginet 2013) Ch 2 & 3		
3		Gender and sexuality in media	(Lazar 2017) (De Bres and Dawson 2021) Final project workshop		Quiz 1 Reading presentation Sign-up
4		Meanings & Indexicality	(Inoue 2004) (Wong 2005)		Topic submission
5		Naturalization & stereotyping	(Kiesling 2018) (Milani 2013)		
6		Agency/subjectivity	(Ehrlich 2007) (De Bres and Dawson 2021)		Proposal submission
7		Masculinities and femininities	(Baker and Levon 2016) (Hiramoto and Lai 2017)	(Taber 2011) (Bhana 2016) (McDowell 2015) (Miller 2018)	Quiz 2
8		Linguistic variation and gender, intersectionality	(Meyerhoff 2018) Ch 10 (Calder 2019) (Simmons 2014)	(Maclagan et al. 1999)	

		with other social classes			
9		Style and social meaning	(Eckert and McConnell-Ginet 2013) Ch 10 (Podesva 2007) (Starr et al. 2020)		Final presentation
10		Language and Sexuality	(Eberhardt 2021) (Motschenbacher 2020)		Last week of consultation Final presentation
11		Sexuality as identity: woman, gay, lesbian language	(Lakoff 1973) (Kulick 2000) (Cameron and Kulick 2004) Ch 4		Final presentation
12		Looking beyond identity: language and desire	(Kulick 2003) (Valentine 2003) (Cameron and Kulick 2004) Ch 5		Final presentation
13		Future directions: Where are we headed?	(Bucholtz and Miles-hercules 2021) (Motschenbacher 2021) (Calder 2021)		Project due Quiz 3

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