Department of English
The Chinese University of Hong Kong

ENGE2630 Sociolinguistics: Language, Culture, and Society
(Term 2/2021-2022)

Instructor: Prof. Prem Phyak

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 provide 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 a 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 materials
- Communication: Check your CUHK email and Blackboard regularly for course related announcements. You are encouraged to make appointments via email to discuss the assignments and other course related issues.

Course Activities & Assessments *(details will be provided)*

Assignments	Weighting
Summary, discussion, and participation	15%
Tutorial presentation	10%
Fieldwork exercise (including proposal)	25%
Final term paper (including proposal)	50%

IMPORTANT: Each assignment should be submitted within the deadline on Blackboard and VeriGuide. A sub-grade (e.g., from B+ to B) will be deducted per late day.

Course Schedule *(subject to change)*

Week	Topic	Readings	Assignment Dues/Tutorial
1	Course overview, What and why sociolinguistics?	Holmes & Wilson (2017) CH 1	
2	Language choice in multilingual communities— code-switching and codemixing	Holmes & Wilson (2017) CH 2	
3	Language maintenance and shift	Holmes & Wilson (2017) CH 3	Tutorial 1
4	Dialects, styles, and social contexts	Holmes & Wilson (2017) CH 6 & 10	Tutorial 2 **Fieldwork proposal due**
5	Sociolinguistic fieldwork	Schilling (2013) CH 3 & 5	Tutorial 3
6	Lunar New Year (No class)		**Final term paper proposal due**
7	Language and identities	**Dyer (2007)** Tabouret-Keller (1997)	Tutorial 4
8	Language and media	Lee (2017) CH. 4 Schreiber (2015).	Tutorial 5
9	Language in public space	Lai (2013)	Tutorial 6
10	Politeness and cross-cultural communication	Holmes & Wilson (2017) CH 11	Tutorial 7
11	Language in discourse	Holmes & Wilson (2017) CH 14	Tutorial 8
12	Reading week (No class)		**Fieldwork report due**
13	Reading week (No class)		
14	Attitudes and application	Holmes & Wilson (2017) CH 15	Tutorial 9
15	Final term paper presentation (may take longer hours)		

Courses Readings

Required Reading

Holmes, J. & Wilson, N. (2017). *An introduction to sociolinguistics (5th Ed).* London: Routledge. **(available online at the CUHK library website)**

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. (2017). *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 Encyclopaedia 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. You should paraphrase, cite and quote the sources appropriately.

• Please carefully read 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. Each assignment should be submitted through VeriGuide. You can check the proportion of similarity before you submit the assignment.* The assignments that are flagged up by VeriGuide will not be assessed.

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.