

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (English Language)
Programme QF Level	: 5
Course Title	: Introduction to Linguistics
Course Code	: ENG1324
Department	: Department of Linguistics and Modern Language Studies (LML)
Credit Point	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Level	: 1

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course introduces students to the main theoretical approaches to linguistic study and the formal structures of the English language, and will develop students' ability to apply their knowledge to the analysis of authentic language data. It offers a coherent overview of the interrelationships amongst ensuing major academic content courses on linguistics. Students will be shown how to critically differentiate and evaluate arguments pertaining to core issues in linguistics based on up-to-date linguistic methodologies through engagement in academic reading and writing.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Demonstrate a clear understanding of how the structures and functions of the English language create a rich and complex vehicle of communication;
- CILO₂ Critically differentiate and evaluate arguments pertaining to core issues in linguistics based on up-to-date linguistic methodologies; and
- CILO₃ Demonstrate a clear understanding of the roles and value of different varieties of English and their uses.

3. Course Intended Language Learning Outcomes (CILLOs)

Upon completion of this course, students will be able to:

- CILLO₁ Demonstrate a level of academic literacy appropriate to basic linguistic description and the construction of an academic Wikibook.

4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none"> ● Defining linguistics. ● Pure linguistics vs. applied linguistics; language as semiotic. ● Differing perspectives on the nature, characteristics and origins of language. ● Language change and variation. 	<i>CILO_{1,2 & 3}</i> <i>CILLO₁</i>	Lectures, tutorials, collaborative group work, student presentations, online quizzes, directed academic reading and writing.
<ul style="list-style-type: none"> ● Sub-disciplines in linguistics: <ul style="list-style-type: none"> ➤ Grammar/syntax, pragmatics, etc. ➤ How different areas of linguistics are related 	<i>CILO_{1,2}</i> <i>CILLO₁</i>	Lectures, tutorials, collaborative group work, student presentations, online quizzes, directed academic reading and writing.
<ul style="list-style-type: none"> ● Systemic Functional Linguistics and 	<i>CILO_{1,2}</i>	Lectures, tutorials,

<ul style="list-style-type: none"> ● discourse. ● Accuracy and acceptability. ● Corpus linguistics and the use of the computer in language studies. ● Implications for learning and teaching. 	<i>CILLO</i> ₁	collaborative group work, student presentations, online quizzes, directed academic reading and writing.
<ul style="list-style-type: none"> ● Language and power. ● World Englishes. ● Implications for learning and teaching. 	<i>CILO</i> ₃ <i>CILLO</i> ₁	Lectures, tutorials, collaborative group work, student presentations, online quizzes, directed academic reading and writing.
<ul style="list-style-type: none"> ● Skills for reading and writing academic texts. 	<i>CILLO</i> ₁	Workshops, directed study on academic reading and writing.

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
1. Wikibook group project: <ul style="list-style-type: none"> - Students work in groups to write chapters for a student-authored academic textbook based on the course content, each student writes about 900 words (30%). - 15-minute group presentation of the framework of the particular chapter (10%). - Collaborative work: reading and commenting on all groups' wikibook chapters; participating in all tutorial activities (10%). 	50%	<i>CILO</i> _{1,2 & 3} <i>CILLO</i> ₁
2. Individual written essay (1200 words).	40%	<i>CILO</i> _{1,2 & 3} <i>CILLO</i> ₁
3. Short online weekly quizzes.	10%	<i>CILO</i> _{1,2 & 3}

6. Required Text(s)

Wang, L. (2011). *Introduction to language studies*. Singapore: Pearson Custom Publishing.

7. Recommended Readings

Aitchison, J. (2012). *Words in the mind: An introduction to the mental lexicon* (4th ed.). Oxford: Wiley-Blackwell.

Akamjian, A., Demers, R. A., Farmer, A. K., & Harnish, R. M. (2017). *Linguistics: An introduction to language and communication* (7th ed.). MIT: MIT Press.

- Crystal, D. (2003). *The Cambridge encyclopedia of the English language* (2nd ed.). Cambridge: Cambridge University Press.
- Crystal, D. (2010). *The Cambridge encyclopedia of language* (3rd ed.). Cambridge: Cambridge University Press.
- Emmitt, M., Zbaracki, M., Komesaroff, L., & Pollock, J. (2015) *Language and learning: An introduction for teaching* (6th ed.). Melbourne: Oxford University Press.
- Fasold, R. W., & Connor-Linton, J. (Eds.). (2014). *An introduction to language and linguistics* (2nd ed.). Cambridge: Cambridge University Press.
- Fromkin, V., Rodman, R., & Hyams, N. (2018). *An introduction to language* (11th ed.). Boston, MA: Cengage Learning.
- Graddol, D., Cheshire, J., & Swann, J., (1999). *Describing language*. Buckingham: Open University Press.
- Hudson, G. (2000). *Essential introductory linguistics*. Malden, MA.: Blackwell Publishers.
- Kirkpatrick, A. (2007). *World Englishes*. Cambridge: Cambridge University Press
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford: Oxford University Press.
- Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge: Cambridge University Press.
- Thornbury, S. (2017) *About language: Tasks for teachers of English* (2nd ed.). New York: Cambridge University Press.
- Widdowson, H. G. (1996). *Linguistics*. Oxford: Oxford University Press.
- Yule, G. (2016). *The study of language* (6th ed.). Cambridge: Cambridge University Press.

8. Related Web Resources

EdUHK Introduction to Linguistics website:

<http://corpus.eduhk.hk/linguistics/linguistics.html>

A Glossary of Linguistic Terms:

<http://www.sil.org/linguistics/GlossaryOfLinguisticTerms>

9. Related Journals

Journal of Linguistics

Language Awareness

Language Learning

Linguistics

Language and Linguistics

Linguistics and Education

Modern Language Journal

10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

11. Others

Nil

21 December 2018