THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	:	Bachelor of Education (Honours) (English Language)
Programme QF Level	:	5
Course Title	:	Language and Gender
Course Code	:	ENG3267
Department	:	Department of Linguistics and Modern Language Studies (LML)
Credit Point	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Level	:	3

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"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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 provides students with opportunities to articulate knowledge of theories and develop competencies in critical thinking about current issues in the field of language and gender studies The focus is on how gender is represented and constructed in both spoken and written discourse. It aims to develop students' awareness of gender issues in Hong Kong and beyond, and sensitivity to gender implications of English language use in social, academic and/or workplace contexts so as to make them become socially responsible citizens.

2. Course Intended Learning Outcomes (CILOs)

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

CILO$_1$ Demonstrate a sound and critical understanding of key concepts and current issues in the study of language and gender;

CILO$_2$ Analyse issues of gender and power relations as they are represented in language; and

CILO$_3$ Demonstrate an understanding of the theoretical applications of language and gender studies in various Hong Kong settings.

3. Course Intended Language Learning Outcomes (CILLOs)

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

CILLO$_1$ Develop awareness of and sensitivity to gender implications of English language use in diverse contexts; and

CILLO$_2$ Use appropriate spoken and written English to communicate in academic and professional contexts.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Introduction to language and gender studies: ➢ Overview of historical and theoretical development ➢ Gender and sex ➢ Dominance vs. difference ➢ Feminist approaches to language ➢ Diversity perspective	*CILO$_{1,2}$*	Readings, lectures, class activities, and group presentations; assigned reading(s) will be indicated in the course schedule; students are expected to have completed the assigned reading(s) of the week before class.
● Gendered spoken discourse: ➢ 'Verbal hygiene' and political correctness	*CILO$_{1,2\ \&\ 3}$* *CILLO$_{1,\ 2}$*	Readings, lectures, class activities, and group presentations; assigned

	➢ Girl-talk/boy-talk in adolescent speech ➢ Women and men talking		reading(s) will be indicated in the course schedule; students are expected to have completed the assigned reading(s) of the week before class.
●	Gendered written discourse: ➢ Proverbs and quotations ➢ Gender identity and the mass media ➢ Gender representation in Hong Kong popular culture ➢ Gender representation in children's and adolescent literature ➢ Gender representation in different written languages such as 'linguistic gender' in different languages	$CILO_{1,2\ \&\ 3}$ $CILLO_{1,2}$	Readings, lectures, class activities, and group presentations; assigned reading(s) will be indicated in the course schedule; students are expected to have completed the assigned reading(s) of the week before class.
●	Gendered discourses in the language classroom: ➢ Gender representation in language textbooks ➢ Construction of gender in the classroom ➢ Gender and classroom interaction	$CILO_{1,2\ \&\ 3}$ $CILLO_{1,2}$	Readings, lectures, class activities, and group presentations; assigned reading(s) will be indicated in the course schedule; students are expected to have completed the assigned reading(s) of the week before class.

5. **Assessment**

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) A group presentation of a topic on language and gender studies based on readings of book chapters or journal articles. Students should be expected to demonstrate analytical/critical thinking skills in the presentation.	20%	$CILO_1$ $CILLO_{1,2}$
(b) A group written report on a critical gender analysis (600 words) of (spoken or written) texts given by the lecturer(s) and conducted under examination conditions.	20%	$CILO_{1,2\ \&\ 3}$ $CILLO_{1,2}$
(c) An individual written essay (1,800 words) demonstrating a basic understanding of current issues in the field of language and gender studies. Students are required to collect authentic linguistic data (written or spoken), and employ basic sociolinguistic analytical methodologies.	60%	$CILO_{1,2\ \&\ 3}$ $CILLO_{1,2}$

6. Required Text(s)

Goddard, A. , & Meân, L. (2008). *Language and gender*. New York: Routledge.

7. Recommended Readings

Cameron, D. (2005). Language, gender, and sexuality: Current issues and new directions. *Applied Linguistics*, *26*(4), 482-502.

Coates, J. (2015). *Women, men and language: A sociolinguistic account of gender differences in language* (3rd ed). London; New York: Routledge.

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

Ehrlich, S., Meyerhoff, M., & Holmes, J. (Eds.) (2014). *The handbook of language, gender and sexuality* (2nd ed). MA: Wiley Blackwell.

Holmes, J. (2001). *An introduction to sociolinguistics* (2nd ed). Harlow: Longman.

Jule, A. (2017). *A beginner's guide to language and gender*. Bristol; Blue Ridge Summit: Multilingual Matters.

Lee, J. F. K., & Collins, P. (2008). Gender voices in Hong Kong English textbooks – Some past and current practices. *Sex Roles*, *59*, 127-137.

Lakoff, R. T. (2004). *Language and woman's place: Text and commentaries*. Oxford: Oxford University Press.

Litosseliti, L. (2006). *Gender and language: Theory and practice*. London: Hodder Arnold.

Mills, S. (2008). *Language and sexism*. Cambridge: Cambridge University Press.

Mills, S., & Mullany, L. (2011). *Language, gender and feminism: Theory, methodology and practice*. London; New York: Routledge.

Pauwels, A. (2003). Linguistic sexism and feminist linguistic activism. In J. Holmes & M. Meyerhoff (Eds.), *The handbook of language and gender* (pp. 550-570). Malden, MA: Blackwell Publishing.

Speer, S. A. (2005). *Gender talk: Feminism, discourse and conversation analysis*. London: Routledge.

Sunderland, J. (2000). New understandings of gender and language classroom research: Texts, teacher talk and student talk. *Language Teaching Research*, *4*(2), 149-173.

Sunderland, J. (2004). *Gendered discourse*. London: Palgrave.

Sunderland, J. (2006). *Language and gender: An advanced resource book*. Abingdon: Routledge.

Sunderland, J. (2011). *Language, gender and children's fiction*. London; New York: Continuum.

Sunderland, J. *et al* (2000). From bias 'in the text' to 'teacher talk around the text': An exploration of teacher discourse and gendered foreign language textbook texts. *Linguistics and Education*, *11*(3), 251-286.Yang, C. C. R. (2016). Are males and females still portrayed stereotypically? Visual analyses of gender in two Hong Kong primary English Language textbook series. *Gender and Education, 28*(5), 674-692.

8. Related Web Resources

Equal Opportunities Commission Research Reports:
http://www.eoc.org.hk/EOC/GraphicsFolder/InforCenter/Research/default.aspx

9. **Related Journals**

Gender and Education
Gender and Society
Journal of Gender Studies
Sex Roles

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

08 January 2019