

## The Hong Kong Polytechnic University

### Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

<b>Subject Code</b>	ENGL3036
<b>Subject Title</b>	Solving Crime through Linguistics
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	N/A
<b>Objectives</b>	<p>This course is designed to help students to:</p> <ul style="list-style-type: none"> <li>• understand the role of language in the legal process;</li> <li>• gain hands-on experience in using the linguist's toolkit to solve real-world crime-related problems;</li> <li>• raise students' awareness of the relevance of linguistics to their everyday life, and specifically, of the value of linguistic analysis and evidence in a legal context.</li> </ul>
<b>Intended Learning Outcomes</b>  <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <p><b>Category A: Professional/academic knowledge and skills</b></p> <ol style="list-style-type: none"> <li>a) describe some key areas of study related to language and the law;</li> <li>b) identify and distinguish between some common spoken and written genres in the legal context;</li> <li>c) define and explain the key terminology related to the legal context;</li> <li>d) analyse and produce a range of spoken and written legal texts through the application of relevant linguistic knowledge;</li> <li>e) develop understanding of the interrelationship between language and the law;</li> </ol> <p><b>Category B: Attributes for all-roundedness</b></p> <ol style="list-style-type: none"> <li>f) discuss and evaluate the strengths and weaknesses of different analytical approaches;</li> <li>g) reflect on the challenges involved in the analytical process critically;</li> <li>h) improve analytical and problem-solving skills through hands-on crime-solving activities designed for problem-based learning.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>  <i>(Note 2)</i>	<ul style="list-style-type: none"> <li>• Introducing forensic linguistics</li> <li>• Language, crime and the law: Terminology, features and systems</li> <li>• Reporting crime</li> <li>• Investigating crime through police interviews</li> <li>• From interviews to statements</li> <li>• Investigating crime in the courtroom</li> <li>• Investigating crime through direct and cross examination</li> </ul>

	<ul style="list-style-type: none"> <li>Solving crime through document authentication</li> <li>Solving crime through authorship studies</li> </ul>																																																																				
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	<p>This subject follows a flipped classroom format. It is highly interactive in that the majority of the weekly sessions will be devoted to in-class activities while instructional content will mainly be delivered outside the classroom, mostly online. Students are therefore expected to prepare for the in-class activities by completing the assigned reading and relevant tasks beforehand in order to actively engage in the in-class activities concerned.</p>																																																																				
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="8">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> <th>h</th> </tr> </thead> <tbody> <tr> <td>1. Transcript (individual)</td> <td>10</td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Paper (individual)</td> <td>30</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. In-class and online participation (individual)</td> <td>10</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Five in-class tasks (group)</td> <td>50 (5 x 10)</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> <td colspan="8"></td> </tr> </tbody> </table> <p>Students will produce a transcript of a legal text and conduct a linguistic analysis of the transcript (Assessments 1 and 2). Throughout the course of the subject, there will be five in-class tasks (Assessment 4) involving students to discuss and explain crime-related and law-related terms, and to produce and analyse legal texts in order to solve crime-related problems in the legal process in imagined and authentic settings.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)								a	b	c	d	e	f	g	h	1. Transcript (individual)	10				✓					2. Paper (individual)	30		✓		✓	✓	✓	✓		3. In-class and online participation (individual)	10	✓	✓	✓	✓	✓	✓	✓	✓	4. Five in-class tasks (group)	50 (5 x 10)	✓	✓	✓	✓	✓	✓	✓	✓	<b>Total</b>	<b>100 %</b>								
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<p><b>Reading List and References</b></p>	<p><b>Recommended reading</b></p> <p>Coulthard, M. &amp; Johnson, A. (2007). <i>An introduction to forensic linguistics</i>. London; New York: Routledge.</p> <p>Gibbons, J. (2003). <i>Forensic linguistics. An introduction to language in the justice system</i>. Malden, MA: Blackwell Publishing.</p> <p><b>Further reading</b></p> <p>Cotterill, J. (ed.) (2002). <i>Language in the legal process</i>. Hampshire; New York: Palgrave Macmillan.</p> <p>Cotterill, J. (2003). <i>Language and power in court: A linguistic analysis of the O.J. Simpson trial</i>. Basingstoke: Palgrave Macmillan.</p> <p>Coulthard, M. (2012). Analysing language in legal contexts. <i>Linguística Aplicada das Profissões</i> 16(1): 19-30.</p> <p>Coulthard, M. &amp; Johnson, A. (eds.) (2010). <i>The Routledge handbook of forensic linguistics</i>. London; New York: Routledge.</p> <p>Fraser, H. (2003). Issues in transcription: factors affecting the reliability of transcripts as evidence in legal cases. <i>The International Journal of Speech, Language and the Law</i> (formerly <i>Forensic Linguistics</i>) 10(2): 1350-1771.</p> <p>Gibbons, J. &amp; Turell, M. T. (eds.) (2008). <i>Dimensions of forensic linguistics</i>. Amsterdam; Philadelphia: John Benjamins.</p> <p>Heydon, G. (2005). <i>The language of police interviewing: A critical analysis</i>. Basingstoke: Palgrave Macmillan.</p> <p>Imbens-Bailey, A. &amp; McCabe, A. (2000). The discourse of distress: a narrative analysis of emergency calls to 911. <i>Language &amp; Communication</i> 20: 275-296.</p> <p>McMenamin, G. R. (2002). <i>Forensic linguistics: Advances in forensic stylistics</i>. Florida: CRC Press.</p> <p>Svartvik, J. (1968). <i>The Evans statements: A case for forensic linguistics</i>. Göteborg: University of Gothenburg Press.</p> <p>Shuy, R. (2008). <i>Fighting over words. Language and civil law cases</i>. Oxford: Oxford University Press.</p> <p>Shuy, R. (1993). <i>Language crimes. The use and abuse of language evidence in the courtroom</i>. Oxford; Cambridge, MA: Blackwell.</p>
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Prepared by Phoenix Lam, February 2019

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.