

The Hong Kong Polytechnic University

Subject Description Form

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

Subject Code	ENGL3039
Subject Title	European Sociolinguistics
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	<p>The subject is designed to:</p> <ol style="list-style-type: none"> 1. Develop students' awareness of Europe's linguistic diversity and how it arose. 2. Enhance students' awareness of the different linguistic and socio-historical development paths of Europe's main languages. 3. Extend students' critical reading skills through a variety of reading assignments selected from a range of academic and non-academic texts. 4. Enhance students' abilities to apply academic theories to analysing Europe's sociolinguistic history. 5. Cultivate students' comparative linguistic, socio-historical, and economic appreciation of Europe's main speech communities and their respective languages.
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Understand the linguistic differences between Europe's main languages. b. Understand the socio-historical factors that resulted in these languages' different forms and geographic expansion patterns. c. Understand the socio-historical factors that determine these languages' different economic values and uses. d. Understand a variety of academic theoretical approaches to analysing languages and societies. e. Apply these analytically to a range of sociolinguistically relevant events in Europe.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<p>This subject familiarizes the student with the origins of Europe's language diversity, with a specific focus on Europe's main languages: namely, English, French, Portuguese, Spanish, German, Russian, and the Scandinavian languages. The student is introduced to the linguistic and social histories of each of these languages and to their respective international expansion patterns.</p>

	<p>Importantly, the subject does not require any prior knowledge of any of these languages (apart from English). Covering each of these languages, linguistically and socially, will involve in-depth analyses of culture, politics, and economics, following the general premise that these impact both the linguistic form and the geographic spread of languages.</p> <p>The following topics will be covered:</p> <ul style="list-style-type: none"> • The Indo-European language family and the linguistic features of Europe's main languages. • Europe's classical languages and the rise of the vernaculars that eventually became English, French, German, Portuguese, Spanish, Russian, and the Scandinavian languages. • Europe's colonial expansion and how it caused Europe's main languages to spread. • The European Union's multilingualism and language policies. • Europe's languages in the postcolonial world. • Europe's languages in the globalized world: An economic/commercial perspective. 																																								
<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p>Interactive lectures that include online quizzes; seminars and group discussions; reading assignments; and analysis of texts.</p>																																								
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p><i>(Note 4)</i></p>	<table border="1" data-bbox="570 989 1446 1430"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">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> </tr> </thead> <tbody> <tr> <td>1. Group presentation</td> <td>30</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Group essay</td> <td>30</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Quiz</td> <td>40</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> </tr> </tbody> </table> <p>The subject is assessed through coursework and an end-of-term quiz. Group presentations and group essays will focus on a sociolinguistic theme involving one of the languages described during the course. Finally, students are expected to take part in online and in-class discussions revolving around questions arising during the lecture.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Group presentation	30	✓	✓		✓	✓	2. Group essay	30	✓	✓	✓	✓		3. Quiz	40	✓	✓	✓	✓		Total	100 %					
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	<ul style="list-style-type: none"> ▪ Preparation for assessments 	52 Hrs.
	Total student study effort	119 Hrs.
Reading List and References	<p>Required readings:</p> <p>Heller, M., & McElhinny, B. (2017). <i>Language, capitalism, colonialism: Toward a critical history</i>. University of Toronto Press.</p> <p>House, J. (2011). English as a threat to other European languages and European multilingualism. In B. Kortmann & J. van der Auwera (Eds.), <i>The languages and linguistics of Europe: A comprehensive guide</i> (pp. 591-604). De Gruyter Mouton.</p> <p>Wright, S. (2011). Language and nation building in Europe. In B. Kortmann & J. van der Auwera (Eds.), <i>The languages and linguistics of Europe: A comprehensive guide</i>. (pp. 775-790). De Gruyter Mouton.</p> <p>Recommended readings:</p> <p>Adamson, R. (2007). <i>The defence of French: A language in crisis?</i> Multilingual Matters.</p> <p>Blank, P. (1996). <i>Broken English: Dialects and the politics of language in Renaissance writings</i>. Routledge.</p> <p>Clancy, J. C. (2009). <i>The linguistic legacy of Spanish and Portuguese: Colonial expansion and language change</i>. Cambridge University Press.</p> <p>Fairclough, N. (2006). <i>Language and globalization</i>. Routledge.</p> <p>Janson, T. (2004). <i>A natural history of Latin</i>. Oxford University Press.</p> <p>Mustajoki, A., Protassova, E., & M. Yelenevskaya (Eds.). (2019). <i>The soft power of the Russian language: Pluricentricity, politics and policies</i>. Routledge.</p> <p>Ringe, N. (2022). <i>The language(s) of politics: Multilingual policy-making in the European Union</i>. University of Michigan Press.</p> <p>Salmons, J. (2018). <i>A history of German: What the past reveals about today's language</i> (2nd ed.). Oxford University Press.</p> <p>Sanders, R. H. (2017). <i>The languages of Scandinavia: Seven sisters of the North</i>. University of Chicago Press.</p> <p>Stephen, R., & Beekes, P. (2011). <i>Comparative Indo-European linguistics: An introduction</i> (2nd ed.). John Benjamins Publishing Company.</p>	

Prepared by Gerald Stell, November 2022

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. 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 over-crowding 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 purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.