

Subject Code	ENGL4018
Subject Title	Language and Gender
Credit Value	3
Level	4
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	This subject aims to introduce to the students a range of current issues in the academic field of language and gender studies, and help them make use of the intellectual resources made available in the academic field to critically reflect on their own experiences in language learning, language use and other communicative interactions.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> a. have acquired a broad understanding of the current key issues in the field of language and gender studies; b. evaluate the value and attitude orientations that underlie the major perspectives to researching on these key issues; <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> c. explore ways to connect these key issues to aspects of their own experience as language learners and users; d. critique a situated aspect of language use in their own everyday experience in Hong Kong from one or a combination of current perspectives in language and gender research studies.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Perspectives to language and gender <ol style="list-style-type: none"> 1.1. sociolinguistic difference 1.2. sociocultural dominance 1.3. social constructionist: transcending difference versus dominance 2. (Fe)Male talk as organized / organizing interaction <ol style="list-style-type: none"> 2.1. access to meaning-making in speech 2.2. participation in personal and institutional speech networks 2.3. framing speech activities: gossip / discussion, bickering / arguing, humour / giggle 2.4. speech behaviour: interruption, turn-taking, hedge, silence 3. Speech acts as (fe)male moves <ol style="list-style-type: none"> 3.1. acts as embedded in practice: locutionary,

	<p>Illocutionary/perlocutionary</p> <p>1.2. negative / positive politeness for accomplishing autonomy /bonding</p> <p>3.3. functions of talk: interpersonal / affective, referential / instrumental</p> <p>1.3. compliment: connecting and building solidarity, evaluating and ranking</p> <p>4. Language learning as arenas for sociolinguistic intervention</p> <p>4.1. (fe)male speech models as socially constructed ideals</p> <p>4.2. using and resisting speech models: the ideal, the common, the popular</p>																																		
<p>Teaching/ Learning Methodology</p>	<p>The subject will start with a small number of teacher-led seminars, during which the students are expected to actively respond to the teacher input as a way to identify issues for further exploration. After the above preparatory stage, students will give group presentations to explore language and gender issues that are relevant to their own language experience or academic interest, inviting other students and the instructor to respond to the way they shape the issues they are exploring. Review of assessment tasks will also be done in seminar towards the end of the semester.</p>																																		
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="461 1099 1380 1720"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">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> </tr> </thead> <tbody> <tr> <td>1. Midterm assignment</td> <td>35%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. In-class and online participation</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. End-of-term assignment</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The midterm assignment is a quiz that will test students' understanding of key issues in language and gender research. The final assignment is a reflective question, and/or an authentic text, in which students are expected to identify relevant gender issues, reflect on their knowledge about language and gender, and draw on the research and the theories that have been covered during the semester.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Midterm assignment	35%	✓	✓	✓	✓	2. In-class and online participation	15%	✓	✓	✓	✓	3. End-of-term assignment	50%	✓	✓	✓	✓	Total	100 %				
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Student Study Effort Expected	Class contact:	
	▪ Lectures	39 Hrs.
	▪ Seminars	0 Hrs.
	Other student study effort:	
	▪ Private study	58 Hrs.
	▪ Take-home assignments	29 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	<p>Reading List</p> <p>Essential Reading:</p> <p>Jennifer Coates (2016), <i>Women, Men and Language. A Sociolinguistic Account of Gender Differences in Language</i> (3rd ed). Routledge</p> <p>Selected Bibliography:</p> <ol style="list-style-type: none"> 1. Angouri, J., & Baxter, J. (Eds.) (2021). <i>The Routledge Handbook of Language, Gender and Sexuality</i>. London: Routledge. 2. Cameron, D. (2003). <i>Language and Sexuality</i>. Cambridge University Press. 3. Coates, J. (2003). <i>Men Talk: Stories in the Making of Masculinities</i>. Macmillan. 4. Eckert, P., & McConnell-Ginet. S. (2003). <i>Language and Gender</i>. Cambridge University Press. 5. Ehrlich, S., Meyerhoff, M., and Holmes, J. (Eds.) (2014). <i>The Handbook of Language, Gender, and Sexuality</i> (2nd ed.). Blackwell. 6. Holmes, J. (1995). <i>Women, Men and Politeness</i>. Routledge. 7. Holmes, J. (2006). <i>Gendered Talk at Work</i>. Blackwell. 8. Moir, A. & Jessel, D. (1998). <i>Brain Sex: The Real Difference between Men and Women</i>. Random House. 9. Mills, S. (2003). <i>Gender and Politeness</i>. Cambridge University Press. 10. Talbot, M. (2010). <i>Language and Gender</i> (2nd ed.). Polity Press 11. Tannen, D. (2001). <i>Talking from 9 to 5. Women and Men at Work</i>. Harper Collins 12. Tannen, D. (2007). <i>You Just Don't Understand. Women and Men in Conversation</i>. Harper Collins 	

Revised by Hans Ladegaard, November 2022