OfSubject Code	ENGL520
Subject Title	Critical Language and Cultural Studies
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	This course focuses on developing an awareness of critical literacy and critical discourse analysis as a way to gain insights into the core cultural meanings in contemporary social life. We will analyse discourse in order to understand the cultural assumptions embedded within texts. More specifically, we will investigate how texts reflect power relations, political ideologies, and group identities. The subject seeks to investigate: How language conventions and language practices are invested with power relations and processes which people are often unaware of. It criticizes mainstream language study for taking conventions and practices at face value as objects to be described, in a way which obscures their political ideological investment. (Fairclough, 1992:7)
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. Distinguish between the terms 'critical thinking' and 'critical literacy'; b. Understand the dialectical relationship between language and society; c. Demonstrate the ability to critically examine and discuss texts in terms of prevailing social and cultural assumptions d. Analyse texts with respect to political ideologies, power relations, and group identities
Subject Synopsis/ Indicative Syllabus	• The dialectical relationship between language and society • Language as a Social Construct • Critical Thinking and Critical Literacy • Key Linguistic Features for the Analysis of Texts • Political Ideology and Language • The Power of Images • Language and Power
Teaching/Learning Methodology	1. Lectures with a heavy dose of interactive discussions and examples from current affairs; Powerpoints, handouts and web-based resource materials available.

	2. In-class group activities and assignments focusing on reading assignments and short analysis and discussion of selected texts.

Assessment Methods in Alignment with Intended Learning Outcomes *(Note 4)*	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d		
	1. In-class quiz	25%	✓	✓	✓			
	2. In-class presentation	25%		✓	✓	✓		
	3. In-class final exam	50%		✓	✓	✓		
	Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

In-class quiz: students will complete a series of multiple-choice and short-answer questions that test students' understanding of crucial terminology and concepts from the class.

Presentation: The seminar presentation is a PowerPoint presentation showcasing students' ability to apply theoretical concepts learned in class to a text.

In-class final assessment: Students will utilize key concepts from the course to provide theoretically informed analysis to prompts about news media articles. The in-class final assessment will allow students to independently demonstrate their holistic understanding of fundamental concepts from the course.

Student Study Effort Expected	Class contact:	
	▪ Lecture	39 Hrs.
	▪ Seminar	0 Hrs.
	Other student study effort:	
	▪ Preparation for seminars and lectures	42 Hrs.

	▪ Preparation for assignments	39 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	**References** Ahrens, Kathleen (Ed.) 2009. *Politics, Language and Conceptual Metaphors*. London: Palgrave Macmillan. Ahrens, Kathleen. 2009. Conceptual Metaphors. (In Chinese). In I-wen Su and Yung-O Biq (Eds.), *Language, Culture, and Cognition*. Taipei: National Taiwan University Press. pp.55-81. Anderson, K.V., & Sheeler, K.H. (2005). *Governing Codes: Gender, metaphor, and political identity*. Lanham, MD: Lexington Books. Bhatia, Aditi and Jenks, Chris J (2018) 'Fabricating the American Dream in US media portrayals of Syrian refugees: A discourse analytical study'. *Discourse & Communication* 12(3), 223-239. Bhatia, Aditi (2016) 'Discursive Construction of the 'Key' Moment in the Umbrella Movement'. *Journal of Language and Politics* 15(5), 551-568. Burgers, C. & Ahrens, K. (In press). Change in metaphorical framing over time: Metaphors of TRADE in 225 years of State of the Union addresses (1790-2014). *Applied Linguistics*. Charteris-Black, Jonathan. 2005. *Politicians and Rhetoric: The Persuasive Power of Metaphor*. London: Macmillian. Cheng, W. & Lam, P. (2013). Western perceptions of Hong Kong ten years on: A corpus-based critical discourse study. *Applied Linguistics*, 34(2), 173-190. (SSCI) Chilton, Paul. 2004. A*nalysing Political Discourse: Theory and Practice*. London & New York: Routledge. Cienki, Alan. 2008. The application of conceptual metaphor theory to political discourse: methodological questions and some possible solutions. In Carver, T and Pikalo, J (ed.). *Political Language and Metaphor: interpreting and changing the world*. London and New York: Routledge. Pp. 241-256. Fairclough, Norman. 2001. *Language and Power*. London. London: Pearson ESL. Flowerdew, John and Leong, Solomon. 2007. Metaphors in the discursive construction of patriotism: the case of Hong Kong's constitutional reform debate. *Discourse & Society*, 18(3), 273-294. Goatly, Andrew. 2007. *Washing the Brain: Metaphor and Hidden Ideology*. Amsterdam and Philadelphia: Benjamins. Gonçalves, K. and Schluter, A. (2017). "Please do not leave any notes for the cleaning lady, as many do not speak English fluently": Policy, power, and language brokering in a multilingual workplace. *Language Policy 16* (3). Group, Pragglejaz. 2007. MIP: A Method for Identifying Metaphorically Used Words in Discourse. *Metaphor and Symbol*, 22(1), 1-39.

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Musolff, Andreas and Zinken, Jorg. (eds). 2009. *Metaphor and Discourse.* Basingstroke and New York: Palgrave-MacMillan.

Semino, Elena. and Koller, Veronika. 2009. Metaphor, politics and gender: a case study from Italy. In K. Ahrens (ed.). *Politics, Gender, and Conceptual Metaphors.* Basingstroke and New York: Palgrave-MacMillan. Pp.36-61.

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Revised by Ming Curran (June 2023)