

Subject Code	ENGL441
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	<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

	<p>3.1. acts as embedded in practice: locutionary, illocutionary, perlocutionary</p> <p>3.2. negative / positive politeness for accomplishing autonomy /bonding</p> <p>3.3. functions of talk: interpersonal / affective, referential / instrumental</p> <p>3.4 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>																																													
Teaching/ Learning Methodology	<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>																																													
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="448 1048 1366 1697"> <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. Group presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Individual paper</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Mid-term test</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="4"></td> </tr> </tbody> </table> <p>Underlying these assessment tasks is the Continuous Assessment method, which engages the learner throughout the semester in following up on the academic materials introduced in class and in constructing their own connections between these academic materials and their language experience in social life.</p>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Group presentation	30%	✓	✓	✓	✓	2. Individual paper	50%	✓	✓	✓	✓	3. Mid-term test	20%	✓	✓	✓	✓							Total	100 %				
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Student Study Effort Required	Class contact:																																													
	<ul style="list-style-type: none"> ▪ Lectures 				26 Hrs.																																									

	<ul style="list-style-type: none"> ▪ Seminars 	13 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Private study 	58 Hrs.
	<ul style="list-style-type: none"> ▪ Take-home assignments 	29 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	<p>Reading List</p> <p>Focus Reading:</p> <ol style="list-style-type: none"> 1. Eckert, Penelope, and Sally McConnell-Ginet. <i>Language and Gender</i>. Cambridge: Cambridge University Press, 2003. 2. Essed, Philomena, David Theo Goldberg and Audrey Kobayashi (eds). <i>A Companion to Gender Studies</i>. Blackwell Publishing, 2004. Blackwell Reference Online. 29 December 2011 <http://www.blackwellreference.com.ezproxy.lb.polyu.edu.hk/subscriber/uid=262/book?id=g9780631221098_9780631221098> 3. Holmes, Janet and Miriam Meyerhoff (eds). <i>The Handbook of Language and Gender</i>. Blackwell Publishing, 2004. Blackwell Reference Online. 29 December 2011 http://www.blackwellreference.com.ezproxy.lb.polyu.edu.hk/subscriber/uid=262/book?id=g9780631225034_9780631225034 <p>Selected Bibliography:</p> <ol style="list-style-type: none"> 1. Cameron, D. (2003). <i>Language and Sexuality</i>. Cambridge: Cambridge University Press. 2. Coates, J. (2003). <i>Men Talk: Stories in the Making of Masculinities</i>. Oxford: Macmillan. 3. Eckert, P., & McConnell-Ginet, S. (2003). <i>Language and Gender</i>. Cambridge: Cambridge University Press. 4. Holmes, J., & Meyerhoff, M. (2003). <i>The Handbook of Language and Gender</i>. Malden, MA: Blackwell. 5. Koller, V. (2004). <i>Metaphor and Gender in Business Discourse: A Critical Cognitive Study</i>. Basingstoke: Palgrave Macmillan. 6. Lakoff, R.T. (2004). <i>Language and Woman's Place: Text and Commentaries</i>. (Revised & expanded edition). Oxford: Oxford University Press. 7. Mills, S. (2003). <i>Gender and Politeness</i>. Cambridge: Cambridge University Press. 8. Norton, B., & Pavlenico, A. (Eds.), (2004). <i>Gender and English Language Learners</i>. Alexandria, VA: TESOL. 9. Okamoto, S., & Shibamoto Smith, J.S. (2004). <i>Japanese Language, Gender, and Ideology": Cultural Models and Real People</i>. Oxford: Oxford University Press. 10. Sunderland, J. (2004). <i>Gendered Discourses</i>. Basingstoke: Palgrave Macmillan. 	

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| | <p>11. Tanaka, L. (2004). <i>Gender, Language and Culture: A Study of Japanese Television Interview Discourse</i>. Amsterdam: John Benjamins.</p> <p>12. Tannen, D. (2001). "She said" "he said": Gender patterns in family talk. In <i>I Only Say This Because I Love You: How The Way We Talk Can Make Or Break Family Relationships Throughout Our Lives</i>. New York: Random House.</p> <p>Useful Journals
<i>Discourse and Society</i>
<i>International Journal of the Sociology of Language</i>
<i>Journal of Sociolinguistics</i>
<i>Language in Society</i>
<i>Women and Language</i></p> |
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Discourse and Society

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Prepared by Hiroko Itakura and Terence Lo and revised by Angela Tse, June 2014