<table>
<thead>
<tr>
<th>Subject Code</th>
<th>ENGL520</th>
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<tbody>
<tr>
<td>Subject Title</td>
<td>Critical Language and Cultural Studies</td>
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<tr>
<td>Credit Value</td>
<td>3</td>
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<tr>
<td>Level</td>
<td>5</td>
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<tr>
<td>Pre-requisite / Co-requisite/ Exclusion</td>
<td>N/A</td>
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**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
- Metaphor Analysis
- 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)

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
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<tbody>
<tr>
<td></td>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>1. Quizzes</td>
<td>25%</td>
<td>✓</td>
</tr>
<tr>
<td>2. Presentation</td>
<td>25%</td>
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<tr>
<td>3. Term paper</td>
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<td></td>
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<tr>
<td>Total</td>
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Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Quizzes aim to assess students’ understanding of the content presented in the lectures and readings.

Presentation: The seminar presentation is a PowerPoint presentation showcasing students’ ability to apply theoretical concepts to the comparative analysis of two texts that the student has selected for analysis in the term paper. As part of this assessment, students will also be assessed on their ability to cogently question the analysis provided by their classmates.

Term papers aim to demonstrate students’ ability to apply theoretical concepts to the comparative analysis of two texts written from different viewpoints about an international news event to demonstrate the ways a particular event is construed by the media through language and discourse. Length: around 4000 words.

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**


Lee, Cher-Leng. 2005. Media and metaphor: Exploring the rhetoric in China’s and Hong Kong’s public discourses on Hong Kong and China. In Shi-xu, M. Kienpointner and J. Servaes (eds.). *Read the Cultural Other: Forms of Otherness in the Discourses of Hong Kong’s Decolonization*. Berlin: de Gruyter, pp.139-163.


Revised by Kathleen Ahrens (March 2019)