

<b>Course Title</b>	: Varieties of English
<b>Course Code</b>	: ENG2020
<b>Recommended Study Year</b>	: 2 <sup>nd</sup> Year
<b>No. of Credits/Semester</b>	: 3
<b>Mode of Tuition</b>	: Sectional
<b>Teaching Hours</b>	: 3 hours per week
<b>Category in Programme</b>	: Required Course for students under the English Language Enhancement (ELE) curriculum before revamp, and ELE elective for students under the revamped ELE curriculum
<b>Prerequisite(s)</b>	: Nil
<b>Co-requisite(s)</b>	: Nil
<b>Exclusion(s)</b>	: Nil
<b>Exemption Requirement(s)</b>	: Nil

### **Brief Course Description**

This course aims to complement the English courses offered by CEAL, with their focus on English for Academic Purposes. It does so by helping students to engage with a variety of English texts, both academic and non-academic, with the aim of encouraging lifelong engagement with such texts. Consequently, it chooses texts which are relevant to students' everyday lives, for instance computer-mediated communication and advertisements. It aims to raise students' awareness of how texts and language vary according to social situation, and how variation may be used to express identity. In doing so it makes students aware of the parameters affecting variation, an awareness which is transferable and applicable to communication at the personal, academic, professional and global levels. In summary, the course aims to facilitate students' development of a linguistic and cultural toolkit which will expand communicative repertoires in terms of proficiency and competence, enhance confidence, and encourage life-long learning in the context of the increasing demands on effective communication in our globalized world.

### **Aims**

1. To raise students' awareness of how texts and language vary according to social situation, and how variation may be used to express identity;
2. To introduce students to the parameters affecting variation, creating an awareness which is transferable and applicable to the texts they may encounter or produce in their future lives;
3. To familiarize students with a range of both academic and non-academic genres in their current lives;
4. To enable students to become effective communicators in their future workplaces, by focusing on factors such as context, purpose and participants;
5. To encourage students to use language and genres creatively in the development of their cultural identities as English language learners.

## **Learning Outcomes**

By the end of this course students should be able to:

1. Recognize and appreciate a range of academic and non-academic genres
2. Critically evaluate texts in terms of their purposes, functions, and intended readership
3. Analyse structural, linguistic, and non-linguistic features of texts and relate them to their contexts and purposes
4. Adapt and create spoken and written texts so as to maximize their effectiveness in particular situations

## **Indicative Contents**

1. How language varies; Introduction to genres
2. Differences in written and spoken language: Formality and informality
3. Narratives: Structure and language in oral and written forms
4. Proposals: Purpose and audience awareness
5. Advertising and Mixed Genres: Linguistic and non-linguistic features

## **Teaching Method**

The course meets for a total of 3 hours each week, with one extra hour being assigned for out-of-class course work. Multimedia presentations will be used to present the necessary analytical and conceptual frameworks. The primary teaching mode will be experiential and participative, with students analyzing, comparing, producing and evaluating written and spoken texts according to the particular focus of the class.

## **Measurement of Learning Outcomes**

1. Written analysis of chosen text (Individual) (Outcomes 1, 2, 3)
2. Project Proposal (Group) (Outcomes 2, 4)
3. E-portfolios with reflection on learning (Outcomes 1, 2, 3)
4. Final Exam (Outcomes 1, 2, 3, 4)

## **Assessment**

1. Attendance and Participation (10%)
2. Individual written assignment of a text analysis (15%)
3. Project proposal - Group presentation (15%)
4. Written Project proposal - (15%)
5. E-portfolio Presentation (15%)
6. Final written exam (30%)

## Recommended Readings

- Abbott, H. P., *The Cambridge Introduction to Narrative*, Cambridge and New York, Cambridge University Press, 2008.
- Aitchison, J. and Lewis, D. (Eds.), *New Media Language*, London, Routledge, 2003.
- Blake, B. J., *Playing with Words: humour in the English language*, London and Oakville, CT, Equinox, 2007.
- Chan K.-B., Walls, J. W. and Hayward, D., *East-West Identities: globalization, localization, and hybridization*, Leiden, Brill, 2007.
- Ch'ien, E. N.-M., *Weird English*, Cambridge, MA and London: Harvard University Press, 2004.
- Conboy, M., *The Language of the News*, London and New York, Routledge, 2007.
- Cook, G., *The Discourse of Advertising*, London, Routledge, 2001.
- Cornbleet, S., & Carter, R. (2001). *The language of speech and writing*. London : Routledge.
- Cotter, C., *News Talk: investigating the language of journalism*, Cambridge and New York, Cambridge University Press, 2010.
- Coupland, N., *Style: Language variation and identity*, Cambridge and New York, Cambridge University Press, 2007.
- Crystal, D., *Language and the Internet*, Cambridge, Cambridge University Press, 2005.
- Crystal, D., *txtng the gr8 db8*, Oxford, Oxford University Press, 2008.
- Frow, J., *Genre*, London and New York, Routledge, 2006.
- Goatly, A., *Meaning and Humour*, Cambridge, Cambridge University Press, 2011.
- Goddard, A., *The Language of Advertising: written texts*, London, Routledge, 2002.
- Have, P. t., *Doing Conversation Analysis*, Los Angeles, Sage, 2007.
- Jay, R., *Brilliant Interview: what employers want to hear and how to say it*, London, Prentice Hall, 2002.
- Kirkpatrick, A. (Ed.), *The Routledge Handbook of World Englishes*, Abingdon, U.K. and New York, NY, Routledge, 2010.
- Lacey, N., *Narrative and Genre: key concepts in media studies*, New York, St. Martin's Press, 2000.
- Martin, J. R., *Genre Relations: mapping culture*, London and Oakville, CT, Equinox, 2008.
- Reah, D., *The Language of Newspapers*, London, Routledge, 2002.
- Richards, K. and Seedhouse, P. (Eds.), *Applying Conversation Analysis*, Basingstoke, Palgrave Macmillan, 2005.
- Setter, J., Wong, C.S.P. and Chan, B., *Hong Kong English*, Edinburgh, Edinburgh University Press, 2010.
- Sidnell, J., *Conversation Analysis: an introduction*, Chichester, U.K.: Wiley-Blackwell, 2010.
- Simpson, P. and Mayr, A., *Language and Power: a resource book for students*, New York, Routledge, 2009.
- Tonge, R. *How to Write Information and Instruction Manuals*, Coolum Beach, Qld, Gull Pub., 1993.
- Townsend, A., *Text Types: a writing guide for students*, Wilston, Qld, Farr Books, 2006.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.