

## **REGULATIONS FOR THE DEGREE OF BACHELOR OF ARTS (BA) IN CONJUNCTION WITH THE DEGREE OF BACHELOR OF EDUCATION IN LANGUAGE EDUCATION (BEd[LangEd])**

*These regulations apply to students admitted to the Bachelor of Arts and Bachelor of Education in Language Education (BA&BEd[LangEd]) curriculum in the academic year 2010-2011 and thereafter. See also General Regulations and Regulations for First Degree Curricula.*

The degrees of Bachelor of Arts and Bachelor of Education in Language Education (BA&BEd[LangEd]) are awarded for the satisfactory completion, on a full-time basis, of prescribed programmes of study in English Language and Linguistics and English Language Education.

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### **AE32 Admission to the degrees of BA and BEd(LangEd)**

To be eligible for admission to the degrees of Bachelor of Arts and Bachelor of Education in Language Education, candidates shall

- (a) comply with the General Regulations;
  - (b) comply with the Regulations for First Degree Curricula; and
  - (c) satisfy all the requirements of the curriculum in accordance with these regulations and the syllabuses.
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### **AE33 Period of study**

The curriculum for the degrees of Bachelor of Arts and Bachelor of Education in Language Education shall normally require eight semesters of full-time study, extending over not fewer than four academic years, and shall include any assessment to be held during and/or at the end of each semester. Candidates shall not in any case be permitted to extend their studies beyond the maximum period of registration of six academic years, unless otherwise permitted or required by the Board of Studies in Bachelor of Arts and Bachelor of Education in Language Education.

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### **AE34 Selection of courses**

- (a) Candidates shall select their courses in accordance with these regulations and the guidelines specified in the syllabuses before the beginning of each semester. Changes to the selection of courses may be made only during the add/drop period of the semester in which the course begins, and such changes shall not be reflected in the transcript of the candidate. Requests for changes after the designated add/drop period of the semester shall not normally be considered.
  - (b) Candidates in any semester shall select courses only after obtaining approval from the Heads of the Teaching Departments concerned, and the selection shall be subject to compliance with these regulations. Withdrawal from courses beyond the designated add/drop period will not be permitted, except for medical reasons approved by the Board of Studies.
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### **AE35 Curriculum requirements**

- (a) To complete the curriculum, candidates shall follow instruction in the syllabuses prescribed and
  - (i) satisfy the requirements prescribed in UG5 of the Regulations for First Degree

- Curricula;
- (ii) pass the English Language Proficiency Tests I, II and III administered by the Faculty of Education or their equivalent<sup>1</sup>; and
  - (iii) complete successfully not fewer than 240 credits in the manner specified in these regulations and the syllabuses, comprising:
    - a 72-credit Major in English Language Linguistics,
    - 129 credits in Professional Core courses,
    - 6 credits in English language enhancement, 3 credits in Chinese language enhancement and 12 credits in Common Core courses,
    - 18 credits in elective courses.
- (b) Candidates shall not normally take fewer than 60, nor more than 72 credits in each year of study, unless otherwise permitted or required by the Board of Studies.

### **AE36      Advanced standing**

Advanced standing may be granted to candidates in recognition of studies completed successfully in an approved institution of higher education elsewhere in accordance with UG2 of the Regulations for First Degree Curricula. Credits granted for advanced standing shall not be included in the calculation of the GPA but will be recorded on the transcript of the candidate.

### **AE37      Assessment and grades**

- (a) Candidates shall be assessed for each of the courses for which they have registered, and assessment may be conducted in any combination of coursework, written examinations and/or other assessable activities. Only satisfactorily completed courses will earn credits. Grades shall be awarded in accordance with UG8(a) of the Regulations for First Degree Curricula.
- (b) Courses in which candidates are given an F grade shall be recorded on the transcript of the candidate, together with the new grade if the candidate is re-examined as a second attempt or retakes the failed course. All failed grades shall be included in calculating the GPA and shall be taken into account for the purposes of determining eligibility for award of the BA and BEd(LangEd) degrees, honours classification and whether a candidate is discontinued from studies.
- (c) Candidates shall not be permitted to repeat a course for which they have received a D grade or above for the purpose of upgrading, but may be required by the Board of Studies to repeat a course for the purpose of meeting curriculum requirement(s).

### **AE38      Absence from examination**

Candidates who are unable, because of illness or other acceptable reason, to be present at the written examination of any course may apply for permission to present themselves at a supplementary examination of the same course to be held before the beginning of the First Semester of the following academic year. Any such application shall be made within two weeks of the first day of the candidate's absence from any examination. Any such supplementary examination shall be part of that academic year's examinations, and the provisions made in these regulations for failure at the first attempt shall apply accordingly.

<sup>1</sup> Language Proficiency Assessment for Teachers (English Language) of the Hong Kong Examinations and Assessment Authority (HKEAA).

**AE39 Retaking / Re-examination of failed course(s)**

- (a) Candidates who have failed to satisfy the examiners in course(s), but have
- completed successfully 36 or more credits in two consecutive semesters (not including summer semester), except where candidates are not required to take such a number of credits in the two given semesters; and
  - achieved an average semester GPA of 1.0 or higher for two consecutive semesters, shall be required, as specified by the relevant Boards of Examiners:
    - (i) to undergo re-assessment(s)/re-examination(s) in the failed course(s) to be held no later than the end of the following semester (not including the summer semester); or
    - (ii) to re-submit failed coursework, without having to repeat the same course of instruction; or
    - (iii) to repeat the failed course(s) by undergoing instruction and satisfying the assessments; or
    - (iv) for elective course(s), to take another course in lieu and to satisfy the assessment requirements.
- (b) Candidates shall not be permitted to retake a failed course or present themselves for re-examination as a second attempt if they have otherwise satisfied all the requirements stipulated in these regulations for the award of the BA and BEd(LangEd) degrees.
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**AE40 Failure in re-examination**

- (a) Candidates who have failed to satisfy the examiners at re-assessment(s)/re-examination(s), granted under Regulation AE39, of Professional Core course(s) offered by the Faculty of Education shall:
- (i) if these courses total *not more* than 12 credits, normally be permitted to progress to the following year of study and to present themselves for re-examination, in any prescribed form of examination; or
  - (ii) if these courses total *more* than 12 credits, be required to discontinue their studies as stipulated under Regulation AE41(d).
- (b) Candidates who have failed to satisfy the examiners at a supplementary examination, granted under Regulation AE38, shall be permitted to present themselves for re-assessment, in accordance with Regulation AE39, as directed by the Boards of Examiners.
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**AE41 Discontinuation**

Unless otherwise permitted by the Board of Studies, candidates shall be required to discontinue their studies, if they have:

- (a) failed to complete successfully 36 or more credits in two consecutive semesters (not including summer semester), except where candidates are not required to take such a number of credits in the two given semesters; or
  - (b) failed to achieve an average semester GPA of 1.0 or higher for two consecutive semesters; or
  - (c) failed in Professional Practicum in any year or the final year dissertation; or
  - (d) failed to satisfy the examiners at re-assessment(s)/re-examination(s) of Professional Core course(s) offered by the Faculty of Education, granted under Regulation AE39, of more than 12 credits; or
  - (e) exceeded the maximum period of registration specified in Regulation AE33.
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**AE42 Award of degrees**

- (a) To be eligible for the award of the degrees of Bachelor of Arts and Bachelor of Education in Language Education, candidates shall have successfully completed the curriculum as stipulated under Regulation AE35.
- (b) The degrees of Bachelor of Arts and Bachelor of Education in Language Education shall be awarded in five divisions: First Class Honours, Second Class Honours Division One, Second Class Honours Division Two, Third Class Honours, and Pass. The classification of honours shall be determined by the Boards of Examiners. A list of candidates who have successfully completed all the degree requirements shall be posted on Faculty notice boards.

**SYLLABUSES FOR THE DEGREES OF  
BACHELOR OF ARTS &  
BACHELOR OF EDUCATION IN LANGUAGE EDUCATION**

Candidates are required to complete courses totaling not fewer than 240 credits comprising:

- 72 credits in the English Language and Linguistics Major
- 129 credits in Professional Core courses
- 6 credits in English language enhancement courses
- 3 credits in Chinese language enhancement course<sup>1</sup>
- 12 credits in Common Core courses
- 18 credits in elective courses outside the two degree curricula

Candidates shall also pass the Faculty of Education's English Language Proficiency Tests I, II and III or their equivalent<sup>2</sup> before graduating.

**FIRST YEAR**

Candidates shall normally take 60 credits, comprising:

- 18 credits of first-year prerequisite courses for the English Language and Linguistics Major:  
LING1001. Introduction to linguistics (6 credits)  
LING1003. Language, thought, and culture (6 credits)  
ENGL1009. Introduction to English studies (6 credits)
- 12 credits in Educational Studies courses
- two 3-credit English language enhancement courses
- two 6-credit Common Core courses from two different Areas of Inquiry (AoI)
- 12 credits in elective courses

**SECOND YEAR**

Candidates shall normally take 60 credits, comprising:

- 18 credits in English Language and Linguistics Major courses (to be taken in the first semester)

<sup>1</sup> Candidates who have not studied Chinese language during their secondary education may be exempted from this requirement and should take an elective course in lieu, see *UG6 of the Regulations for First Degree Curricula*.

<sup>2</sup> Language Proficiency Assessment for Teachers (English Language) of the Hong Kong Examinations and Assessment Authority (HKEAA).

- 12 credits in Educational Studies courses
  - a 6-credit Pedagogy course
  - 6 credits in Professional Practicum (to be taken in the second semester)<sup>3</sup>
  - 6 credits in External Experience
  - a 6-credit Information Technology course for language education
  - 6 credits in elective courses
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### **THIRD YEAR**

Candidates shall normally take 60 credits, comprising:

- 18 credits in English Language and Linguistics Major courses (to be taken in the first semester)
  - 12 credits in Educational Studies courses
  - 6 credits in a Pedagogical Content Knowledge course
  - a 9-credit Pedagogy course
  - 12 credits in Professional Practicum (to be taken in the second semester)<sup>3</sup>
  - a 3-credit Chinese language enhancement course
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### **FOURTH YEAR**

Candidates shall normally take 60 credits, comprising:

- 18 credits in English Language and Linguistics Major courses (to be taken in the first semester)
  - 6 credits in a Pedagogical Content Knowledge course
  - a 12-credit Pedagogy course
  - 12 credits in Professional Practicum (to be taken in the second semester)<sup>3</sup>
  - 12 credits in a Dissertation on an approved topic
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### **MAJOR IN ENGLISH LANGUAGE AND LINGUISTICS**

Candidates are required to complete a total of 72 credits in the manner specified below.

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#### **FIRST-YEAR PREREQUISITES (18 credits)**

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Candidates are required to complete the following first-year prerequisites for the English Language and Linguistics Major and must pass ENGL1009 with at least a C grade for admission to senior ENGL courses in their subsequent year of study:

- LING1001. Introduction to linguistics (6 credits)
  - LING1003. Language, thought, and culture (6 credits)
  - ENGL1009. Introduction to English studies (6 credits)
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<sup>3</sup> Students are required to undertake teaching practice that spans over the second semester, and hence, will not normally be allowed to enroll on non-Education campus-based courses during that period.

**First Year courses (18 credits)****LING1001. Introduction to linguistics (6 credits)**

This course is a pre-requisite for all courses taught in the department, and a requirement for all students majoring in linguistics. It is an introduction to the basic topics of linguistics: the nature of human language, speech sounds and speech patterns, word formation, sentence structure, and the study of meaning and use. Students will learn about the general structure that underlies all languages as well as the great variety of existing human languages. The course gives plenty of practice in solving problems, analysing languages, including Chinese and English, and dealing with data.

Assessment will be by 50% coursework and 50% examination.

Note: This course is a prerequisite for the major and minor in Linguistics, and also for all second- and third-year Linguistics courses.

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**LING1003. Language, thought, and culture (6 credits)**

This course offers a survey of the study of language, with a focus on the relationship between language structure on the one hand and thought and culture on the other. It is designed as a complementary course to LING1001 'Introduction to Linguistics', and covers topics which cannot be dealt with in the other course due to the limitation of time. Through reading and participation in regular discussions on a selection of topics, students will gain a deeper understanding of the ways in which language is structured, learned, processed and used.

Prerequisite: LING1001. Introduction to linguistics

Assessment will be by 50% coursework and 50% examination.

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**ENGL1009. Introduction to English studies (6 credits)**

This course introduces students to the study of English writing. Students will be introduced to the basic elements of literary analysis and theory in English, and to intellectual issues relevant to the study of the language and its culture. No previous experience of literary studies or linguistics is assumed, but at the end of this introductory course students will have a grasp of the basic concepts and skills needed to make advanced studies in English interesting and enjoyable. The course will also offer guidance and practice in reading, discussion, and group work.

Assessment will be by 60% coursework and 40% written examination.

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**ENGLISH LANGUAGE AND LINGUISTICS COURSES (54 credits)**

Candidates are required to take 54 credits comprising 24 credits of core courses and 30 credits of electives covering the subject knowledge recommended by the Standing Committee on Language Education and Research (SCOLAR). Unless otherwise approved, candidates have to select Arts courses listed below in each of the first semesters from their second to fourth year of study:

Second Year	: 18 credits
Third Year	: 18 credits
Fourth Year	: 18 credits

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**Core Courses (24 credits)**


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**ENGL1010. The scholarship of English studies (6 credits)**

This course supplements ENGL1009; it focuses on the scholarship of English literature and linguistics. Although this is a WID course (Writing in the Disciplines), focusing on literary and linguistic studies, the skills students will acquire are essential to university studies and are transferable to other academic disciplines and students' working life.

Assessment will be by 100% coursework.

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**ENGL2004. English syntax (6 credits)**

This course introduces the structure of English by investigating approaches to grammar, models of grammatical analysis, and the grammar of contemporary English. It is interested in the relationship between morphology and syntax, and grammar and linguistics.

Assessment will be by 100% coursework.

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**ENGL2027. Text and discourse in contemporary English (6 credits)**

This course will examine how writers exploit the resources of English for creative and communicational purposes in contemporary writing in different genres.

Assessment will be by 100% coursework.

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**ENGL2030. World Englishes (6 credits)**

This course explores both structural and sociolinguistic aspects of World Englishes, with particular attention to New Englishes, especially postcolonial Englishes of Asia. We will examine how the structural features found in these Englishes are not a consequence of a lack of ability to learn English perfectly, or pronounce it correctly, or express it clearly. Rather, such features are completely appropriate to the multilingual and multicultural ecologies in which the Englishes have evolved, ecologies in which numerous other languages of diverse typologies abound. We will also critically consider issues and debates in World New Englishes, involving concepts of 'mother tongue', 'nativeness' and ownership, issues of ideology, attitudes and identity, and challenges of creative expression, pedagogy and planning.

Assessment will be by 100% coursework.

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**ENGL2031. The semantics and pragmatics of English (6 credits)**

This course introduces the study of meaning in the English language. We will examine semantic meanings – meanings encoded in the language system itself – and also pragmatic meanings – meanings inferred from the communicative context of language use.

Assessment will be by 100% coursework.

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**ENGL2046. English words (6 credits)**

This course explores the structure, meaning, history, and usage of English words from a linguistic point of view.

Assessment will be by 100% coursework.

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**ENGL2047. English discourse structures and strategies (6 credits)**

This course will provide an introduction to the analysis of English discourse from a linguistic perspective. Students will learn rhetorical methodologies and examine their effects on readers and listeners. Units include: spoken and written English discourse, global organization and cohesion, discourse markers, information structure, narrative, and non-verbal structures and strategies.

Assessment will be by 100% coursework.

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**ENGL2048. Language and jargon (6 credits)**

This course focuses on specialized sub-group languages or jargons, and uses texts from a range of historical period to examine the socio-cultural dynamics behind the creation, maintenance and disappearance of such jargons. Particular attention will be paid to the history of criminal jargon, prison jargon and other speech varieties associated with other marginal or criminalized sub-groups (e.g. drug addicts, 'tramps', etc.), as well as to the history of the study of such jargons and the inclusion of jargon and slang items in mainstream dictionaries. Students will read texts from different periods in the history of English, as well as considering the role of jargons in modern societies such as the United States, Britain and Hong Kong, as well as in 'cyber-space'.

Assessment will be by 100% coursework.

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**ENGL2065. Meaning and metaphor (6 credits)**

This course will introduce students to a number of questions about linguistic meaning and examine various definitions of metaphor. Among the questions considered are: What role does metaphor play in human language? In what way (if at all) do languages create or embody particular culturally-specific world-views?

Assessment will be by 100% coursework.

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**ENGL2069. Form and meaning (6 credits)**

An investigation into the relationship between English structure and meaning (semantics and pragmatics), considering how meanings are encoded and inferred.

Assessment will be by 100% coursework.

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**ENGL2112. An introduction to the history of English (6 credits)**

This introductory seminar will acquaint students with the main historical periods of the English language (Old English, Middle English, Early Modern English) and theoretical and methodological problems and approaches in studying these varieties. Through the use of various media apart from academic literature (video, audio presentations, online sources, computer corpora), the seminar will offer students various modes of learning about the history of English, language change, and linguistic theory.

Assessment will be by 100% coursework.

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**ENGL2117. English phonology and morphology (6 credits)**

This course provides a comprehensive study of the sounds (phonemes) and structure (morphemes) of English words. Students will examine the phonemes of English as they occur separately and in context and the processes involved in producing those sounds. The course includes problems that

Cantonese speakers might have in mastering English phonemes (and why) and ways in which those problems can be overcome. Students will also develop an understanding of the building blocks of English words and how morphemes differ from syllables. In learning the various ways in which English words are formed, each student will be able to increase his/her own lexicon and develop an understanding of how and why words are constantly being added to or deleted from the English language and who is generally responsible for those changes.

Assessment will be by 100% coursework.

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### **ENGL2125. English construction grammar (6 credits)**

This course will introduce students to two burgeoning paradigms in present-day linguistics: construction grammar and grammaticalization theory. The first of these is a general semantico-syntactic language theory; the second a (historical) linguistic discipline that focuses on how grammatical constructions come into being. The compatibility and complementarity of both approaches will be looked at through a detailed case study of English clausal complement constructions.

Assessment will be by 100% coursework.

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### **LING2002. Conversation analysis (6 credits)**

How is it that we manage to have conversations in which lots of different people take part and everyone has a chance to speak as well as to listen? At least, most of the time we manage that all right. What rules are followed when we have conversations? On this course you will discover what these rules are and learn how to describe the structure of conversations.

Prerequisite: LING1001. Introduction to linguistics

Assessment will be by 100% coursework.

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### **LING2003. Semantics: meaning and grammar (6 credits)**

This course focuses on structural and cognitive aspects of meaning which are relevant to the description and theory of grammar. Examples will be drawn from Cantonese, Mandarin and English together with some other European and Asian languages.

Assessment will be by 100% coursework.

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### **LING2004. Phonetics: describing sounds (6 credits)**

This course focuses on articulatory phonetics; the speech mechanism; the description and classification of sounds of languages; sounds in context; prosodic features; tone and intonation; and practical work.

Prerequisite: LING1001. Introduction to linguistics

Assessment will be by 100% coursework.

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### **LING2022. Pragmatics (6 credits)**

An introduction to the study of Pragmatics. Topics include: linguistic meaning, speaker intention, interpretation and understanding, context, deixis, reference, conversational implicature, inference, presupposition, speech acts, politeness, relevance theory.

Prerequisite: LING1001. Introduction to linguistics

Assessment will be by 100% coursework.

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**LING2023. Discourse analysis** (6 credits)

*(Not to be taken with ENGL2047)*

An introduction to Discourse analysis. Topics include: linguistic forms and functions, speech and writing, discourse topic, discourse structure, information structure, cohesion and coherence, knowledge representation.

Prerequisite: LING1001. Introduction to linguistics

Assessment will be by 100% coursework.

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**LING2027. Phonology: an introduction to the study of sound systems** (6 credits)

The notion of phoneme and its place in phonology; distinctive features; phonological processes and their description; rules and representations.

Prerequisite: LING2004. Phonetics: describing sounds

Assessment will be by 100% coursework.

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**LING2033. Contrastive grammar of English and Chinese** (6 credits)

In this course we will compare the grammar of English and Chinese. We will find some surprising similarities as well as interesting differences. You will have a firmer grasp of the structure of both languages by the end of the course. In addition, you will be in a better position to undertake bilingual research or to become effective language instructors or translators.

Prerequisite: LING1001. Introduction to linguistics

Assessment will be by 100% coursework.

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**LING2050. Grammatical description** (6 credits)

This course aims at giving students a comprehensive introduction to basic concepts used in the description of morphology and syntax, independent of any model of grammar. Exercises accompany the topics to be introduced. Example analyses are drawn from various languages. The following topics in morphology and syntax will be covered: words, morphemes and morphs, word classes, immediate constituents, phrase structure, functional relations, and sentence structure.

Prerequisite: LING1001. Introduction to linguistics

Assessment will be by 100% coursework.

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**Electives** (30 credits)

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**ENGL2002. Language in society** (6 credits)

This course will provide an introduction to the study of ‘sociolinguistics’, which deals with the relationship between language and society. Topics will vary, but may include the following: multilingualism, language varieties, language planning, language change, English in contact with other languages.

Assessment will be by 100% coursework.

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**ENGL2007. Literary linguistics** (6 credits)

This course uses linguistic techniques to analyse literary texts by examining both the devices that literary authors employ and the literary effects they create in different styles and genres. It employs methods of structural linguistic analysis (looking at the syntax and phonology of texts) as well as socio-historical and pragmatic methods.

Assessment will be by 100% coursework.

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**ENGL2010. English novel I** (6 credits)

A study of narrative fiction, and of its development in the eighteenth and nineteenth centuries.

Assessment will be by 100% coursework.

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**ENGL2011. English novel II** (6 credits)

A study of narrative fiction, and of its development in the nineteenth and twentieth centuries.

Assessment will be by 100% coursework.

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**ENGL2012. Contemporary literary theory** (6 credits)

In the late 20th century, developments in critical thought had a major impact on literature and criticism. Relations between literary production and language, politics and history were radically re-examined by and through what has become known as 'theory'. As a body of thought, theory includes such diverse and conflicting schools and movements as Marxism, poststructuralism, feminism and gender theory, new historicism, postcolonialism and postmodernism. As well as exploring the institution of theory in the academy, students will put theory into practice in readings of selected literary texts.

Assessment will be by 100% coursework.

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**ENGL2022. Women, feminism and writing I** (6 credits)

This course will explore questions of identity and difference as expressed in women's writing. It will provide a general introduction to feminist literary theory and the on-going range of feminist interventions in literary and cultural studies.

Assessment will be by 100% written coursework.

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**ENGL2035. Reading poetry** (6 credits)

An advanced reading course for students interested in specializing in poetry.

Assessment will be by 100% coursework.

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**ENGL2039. Language and gender** (6 credits)

This course examines the relationship between cultural attitudes and language, how gender socialization is reflected in the structure and use of language, and the effectiveness of political and social forces in 'legislated' linguistic change. Stereotypes and biases about the sexes, standard and vernacular norms will also be examined in the course.

Assessment will be by 100% coursework.

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**ENGL2045. Travel writing (6 credits)**

This is a survey of European travel writing as a literary genre from the medieval period to the present day. The writings of travelers and explorers such as Marco Polo, Christopher Columbus and James Cook are examined, as well as those of modern travel writers such as Freya Stark, Graham Greene, D.H. Lawrence, Paul Theroux and Jan Morris. European travel writing is explored formally and thematically with the aim of introducing students to its many strategies and subtexts, and especially its historical role in articulating ‘otherness’ for the European imagination.

Assessment will be by 100% coursework.

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**ENGL2050. English corpus linguistics (6 credits)**

Corpus linguistics is a rapidly-developing methodology in the study of language. It exploits the power of modern computer technology to manipulate and analyse large collections of naturally-occurring language (‘corpora’). This course will introduce students to the use of computers and computerized corpora as tools for exploring the English language.

Assessment will be by 100% coursework.

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**ENGL2054. Race, language and identity (6 credits)**

This course looks at different notions of identity and the origins of modern understandings of ethnicity. It focuses on the contribution made by ideas about language to theories of group identity, including nationalism, and the tensions between linguistic, racial, religious and cultural notions of identity.

Assessment will be by 100% coursework.

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**ENGL2055. American Gothic: Haunted homes (6 credits)**

In this course we will examine the gothic as an important genre in American literature and trace its tradition across two centuries. As a response to dominant ideas and conventions that shaped American literature, the gothic offers us a challenging perspective on the mainstream as well as on what it excludes. Beginning with some classic examples of the genre, we will seek to identify the elements and the rhetoric of the gothic text in order to appreciate the specific use that later writers have made of the gothic form.

Assessment will be by 100% coursework.

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**ENGL2057. Text and image (6 credits)**

This interdisciplinary course explores relations between literature and various forms of image-based representation. It begins with ‘painterly’ descriptions in novels and poetry, and common strands in art and literary criticism, and proceeds to discussion of relations between film and literature, such as the presence of cinematographic form in modern literature. In the concluding module, we consider the shift in emphasis from text-based to image-based culture and its impact on postmodern society. Course material consists of critical essays, and examples from literature, the pictorial arts and the moving image.

Assessment will be by 100% coursework.

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**ENGL2074. Postcolonial readings** (6 credits)

This course examines important works of literature in English from perspectives opened up by recent debates on 'nation', 'narration', and 'hybridity'.

Assessment will be by 100% coursework.

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**ENGL2075. The idea of China** (6 credits)

An examination of English representations and interpretations of China in a selection of writings from the 18th century to the early 20th century.

Assessment will be by 100% coursework.

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**ENGL2076. Romanticism** (6 credits)

The course studies the Romantic era, and traces its history through a selection of its main texts.

Assessment will be by 100% coursework.

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**ENGL2078. The novel today** (6 credits)

This course provides the opportunity to study selected novels in English which are representative of current trends in literature. Three or four novels will be studied and these will be selected from critically acclaimed novels such as those appearing on the Man Booker short list. American fiction and world literature might also be included.

Assessment will be by 100% coursework.

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**ENGL2079. Shakespeare** (6 credits)

This course will explore some of the themes and form of Shakespeare's drama, and will consider how his work has been interpreted in modern times.

Assessment will be by 100% coursework.

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**ENGL2080. Women, feminism and writing II** (6 credits)

This course will explore the often difficult relationship between women and what has been traditionally known as the 'feminine sphere'. Women have commonly been associated with the feminine sphere of love, marriage and family and this course will consider how modernity and feminism have challenged and disrupted this assumption.

Assessment will be by 100% coursework.

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**ENGL2085. Creative writing I** (6 credits)

This seminar offers an introduction to creative writing. Writers in the class will focus especially on telling and writing stories through workshops, readings, research, and individual coaching. Students will also practice the art of holding an audience page by page. Each writer in the class will develop a body of work specific to individual taste and discovery. No previous experience is necessary. Workshops and materials will be introduced to sharpen the writer's plot, characters, dialogue, with an emphasis on the writer's ear and eye for shaping stories across drafts.

Assessment will be by 100% coursework.

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**ENGL2086. Creative writing II (6 credits)**

This seminar offers an introduction to creative writing through the lens of drama and screenwriting. Workshops, studio exercises, and individual coaching will offer writers in the class a chance to work individually and collaboratively on plays, screenplays, and the art of the scene. With individual coaching and practice sessions in class, students will develop the structures and designs for plays or movie scripts, along with decisions for bringing each scene alive for viewers. Each writer in the class will develop plays or screenplays specific to voice and history. No previous experience is necessary, and there is no prerequisite for this course. Workshops and exercises will be introduced to help sharpen plot, character, set, staging, and drafts across scripts. Assessment will be by 100% coursework.

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**ENGL2087. Persuasion (6 credits)**

This is a course about rhetoric, in which students will explore ways in which language can be used to convey, reinforce or change ideas. The objective is to help students to understand, analyse, and develop the arts of discourse in English, and the critical skills on which they depend. Assessment will be by 100% coursework.

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**ENGL2089. Making Americans: literature as ritual and renewal (6 credits)**

This course will be an introduction to American literature primarily through fictional and non-fictional accounts of exemplary lives. Our focus will be on how successive generations of immigrants and settlers have constructed and transformed a vision of 'America' as process and promise. The course aims to introduce students to the diversity of writing that constitutes American literature, to guide them in the development of critical reading and writing skills and to provide them with opportunities to build, present and respond to arguments about the texts and topics under discussion. Assessment will be by 100% coursework.

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**ENGL2092. Postcolonial English (6 credits)**

For many creative writers - writers of poetry, fiction, drama - from outside the Anglo-American world, English has a complex history and often an uneasy relationship, with native languages. The decision, or the choice, to write and publish in English, is an issue they have reflected upon and debated, nationally and internationally, with other writers. Such reflections and debates constitute one of the dynamic contours of 'Global English' as a discourse. Critical questions often raised in the debate concern the English language as the bearer of cultures. They include the changing roles of English as a colonial or postcolonial language, as the language of the unitary or pluralistic nations, as a dominant or minority language, as the language of 'English literature' or 'Literature in English'. In this course, students will be introduced to these questions through discussions of essays by writers who have considerable practical experience using English as the language of creativity, and who are active contributors to debates about English in their own locations. Assessment will be by 100% coursework.

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**ENGL2093. Literary islands: English poetry and prose from the South Pacific and the Caribbean (6 credits)**

In this course we will read and discuss literary texts - mainly poems and short stories - from two cultural regions that received the English language as colonial cargo between the 17th and 19th

centuries. Looking at the different histories of the insular cultures of the South Pacific and the Caribbean, we will consider how these histories have shaped the emergence of Anglophone literatures, and how these literatures in turn challenge our expectations of English literature. We will pay special attention to the forms of communication these texts establish as they construct a sense of place and to the dialectic of tradition and innovation that is played out in them.

Assessment will be by 100% coursework.

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**ENGL2095. The East: Asia in English writing (6 credits)**

This course investigates ways in which the Orient has been imagined and represented in a selection of texts from the 1880s to the 1990s. We will study the construction of a western perspective on Asia, in fiction, poetry, film, and journalism, during the colonial period and beyond, and will consider questions of cultural encounter, of 'orientalism', and of representation and truth.

Assessment will be by 100% coursework.

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**ENGL2097. Imagining Hong Kong (6 credits)**

In this course, students will read selections of fiction, poetry, essays, and journalism from earlier moments in the twentieth century to post-1997. Questions of modernity, urbanization and the urban subject, and cross-cultural identities will be discussed from perspectives opened up by postcolonial theories, and with reference to historical change both locally and in Hong Kong's geopolitical situation in the last fifty years.

Assessment will be by 100% coursework.

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**ENGL2098. Call and response: Southeast Asian literature written in English (6 credits)**

This course considers a range of South East Asian texts by focusing on authors from India, Malaysia and Singapore. Discussions will centre on issues raised by the literature, such as: the effects of colonialism, post-colonialism and neo-colonialism over the last century, the construction of 'nation' and the problematic relationship between individual, religious, cultural and national identities, the effects of exile and peripheral existence on identity, the role of the author as myth-maker and canonical revisionist, regional forms of feminism, and the consequences of globalisation and transculturalism.

Assessment will be by 100% coursework.

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**ENGL2099. Language, identity and Asian Americans (6 credits)**

This interdisciplinary course explores the relationship between language and identity with a special focus on Asian Americans and linguistic issues relevant to Asian Americans. With particular attention to the linguistic practices of Asian Americans, we will examine such questions as: What attitudes are associated with being bilingual? Do Asian Americans speak with an accent? Does accent determine whether Asian Americans are perceived of as 'white'? Do any Asian Americans speak 'black'? We will also explore the position of Asian Americans in social, political, and educational discourses in order to understand how an 'Asian American' identity can be constructed through language practices. Although the course focuses on Asian American identities and experiences, students will be encouraged to discuss issues of social identity and language in general.

Assessment will be by 100% coursework.

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**ENGL2101. Culture and society** (6 credits)

What is culture? What is Cultural Studies? Why should we consider cultural formations in literary studies? Focusing on the cultural critic Raymond Williams (1921 – 1988), this course introduces students to British Cultural Studies and discusses the importance of Cultural Studies in the changing landscape of literary studies. More specifically, we will discuss the historical transformation of literary studies from a text-based practice into a broad critical engagement with human experience and examine the critical energies within literary studies that have brought about such a transformation. Students in this course will read a selection of seminal writings by Williams with close reference to the literary examples he cites from prose fiction, poetry and drama.

Assessment will be by 100% coursework.

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**ENGL2103. Language and new media** (6 credits)

*(Not to be taken with LCOM2004)*

Language is strongly influenced by the medium through which it is presented. When the medium itself is in wide use, norms emerge which determine not only the form that language can take, but also the pragmatic effects of any language use that either exploits or deviates from these norms. The nature of public language--that is, language generated by or for the public at large through various media--in turn influences public discourse (i.e., what is being talked about large-scale, and how it is talked about). When the nature of the medium is expressly exploited linguistically, then this change can achieve overwhelming and widespread effects.

Assessment will be by 100% coursework.

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**ENGL2104. Language in the USA** (6 credits)

This course addresses the problems (theoretical and practical) inherent in defining a variety of English as 'American'. Issues treated include the history of American English; dialectology; sociolinguistics; Black English; and the politics of American English.

Assessment will be by 100% coursework.

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**ENGL2109. Writing diaspora** (6 credits)

This course examines problems and issues in the literature and film produced by diasporic and migrant communities. Structured around several modules in which various texts are used to investigate such issues as identity and subjectivity, displacement, nostalgia, memory, second-generation conflicts, 'passing' and diasporic transformation. Elaborates on the problematic nature of these issues and explains their significance in global diasporas.

Assessment will be by 100% coursework.

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**ENGL2110. Writing back** (6 credits)

'Writing Back: Post-Colonial Re-writings of the Canon' is a course that examines the strategy employed by some post-colonial literary texts of re-writing 'canonical' literary texts to expose their literary, cultural and ideological assumptions. The course investigates the ways in which such texts resist the imposed cultural assumptions of English literature.

Assessment will be by 100% coursework.

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**ENGL2111. Seeing Australia** (6 credits)

‘Seeing Australia’ is a course that examines the way Australia has been ‘seen’ over the last two centuries, in art and literature. In investigating the way Australia has historically been depicted and understood, students will discover how Australia has come to exist in the mind of its own people and those from other countries. Australia is therefore seen as the subject of many culturally disparate ‘ways of seeing’. We begin the process by analysing the concept of ‘seeing’ itself. ‘Seeing’ stands for many different ways of knowing and representing and these will be explored in a range of texts: written texts in poetic and narrative form, and visual texts of various kinds.

Assessment will be by 100% coursework.

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**ENGL2113. Conrad and others** (6 credits)

Joseph Conrad (1857-1924) was a Pole who wrote fiction in English, after a career as a sailor which took him round a world largely dominated by expanding and competing European empires. He often focuses his stories on cross-cultural encounters. This course sets Conrad’s work in its cultural and historical context, and examines the way his fiction represents ‘alterity’, our sense of the otherness of other people, which also helps us define the self.

Assessment will be by 100% coursework.

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**ENGL2115. Theories of language acquisition I** (6 credits)

*(Not to be taken with LING2036)*

This course offers an introduction to the central themes in language acquisition, covering first language acquisition, second/foreign language acquisition and bilingualism. Students are expected to gain from the course a broad understanding of how children acquire their first language, how second language learners learn a new language, and the potential differences in processing and outcome.

Assessment will be by 100% coursework.

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**ENGL2116. Theories of language acquisition II** (6 credits)

This advanced course will deal with some of the critical issues addressed in Theories of Language Acquisition I in greater depth. It covers theoretical perspectives ranging from innateness, empiricism, to emergentism. We will study a survey of research on language acquisition and examine observational and experimental empirical data from various schools.

Prerequisite: ENGL2115. Theories of language acquisition I or LING2036. Child language

Assessment will be by 100% coursework.

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**ENGL2118. Law and literature** (6 credits)

Law and literature are cognate disciplines: legal themes and characters recur in fiction, and rhetoric and storytelling arguably form an integral part of legal argumentation. This course will explore the relationship between law and literature via an examination of the ways they respond to common issues and problems. We will look at how the law has been represented in a literary context, and will investigate the possibility of interpreting legal material as literary product. Readings will be drawn from fiction, drama, court cases, and critical theory.

Assessment will be by 100% coursework.

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**ENGL2121. Comedy, renewal, and cross-cultural drama (6 credits)**

In this course we will look at cross-cultural drama through the lens of renewal and comedy. Topics to be addressed include cross-cultural theory, dramatic renewal, development of 'character' in cross-cultural stagings, oral and ritual origins of drama, humor and comedy. The course involves students in several ways: as readers, as writers, as voluntary participants in short stage pieces, as collectors of data on comedy and renewal in popular and literary settings.

Assessment will be by 100% coursework.

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**ENGL2122. Victorians at home and abroad (6 credits)**

This course gives an overview of Great Britain and her Empire under the reign of Queen Victoria (1837-1901), tracing its history, culture and politics through a number of representative fictional and non-fictional texts.

Assessment will be by 100% coursework.

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**ENGL2123. Language and identity in Hong Kong (6 credits)**

This course is a continuation of ENGL2002 Language in Society with a special focus on language and identity in Hong Kong. Students who have taken ENGL2002 will have a foundation in sociolinguistics, which certainly will be helpful, but ENGL2002 is not a prerequisite.

This course examines identity studies and related language ideology research in sociolinguistics and linguistic anthropology (including some relevant literature from sociology and social psychology). It specifically draws on research based in Hong Kong for comparison understanding, and application of currently available theoretical models.

Assessment will be by 100% coursework.

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**ENGL2126. Law, meaning, and interpretation (6 credits)**

In this course law is used as a means of focusing discussion on a range of issues in the study of language, meaning and interpretation. No prior knowledge of law is assumed. The course shows how the interpretative issues that arise in law reflect fundamental questions in the way societies, institutions and individuals assign meaning to words, phrases and texts. Theories of language and meaning derived from linguistics and literary theory are applied to problems in legal interpretation, and models of language, meaning and interpretation developed by legal practitioners and legal theorists analyzed. Of particular interest are cases where social controversy, linguistic interpretation and law intersect, such as 'hate speech' issues on American university campuses, arguments over the commercialization of language in trademark law, the control of language on the internet. These cases illustrate the role of law in the politics of language, and the pervasiveness of language politics at all levels of social interaction. Students are introduced to practical and intellectual problems of legal interpretation, and develop their analytical and rhetorical skills through applying general principles and interpretative strategies to difficult or contentious cases.

Assessment will be by 100% coursework.

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**ENGL2128. Modernism (6 credits)**

This course explores a number of radical twentieth-century literary texts in various genres, written in or translated into English, each of which is an attempt to challenge and re-invent more traditional forms and modes of writing. The course will also look at some of the themes - including empire and nation, the nature of the artist, the bourgeois experience, the city, and changing understandings of gender, race, sexuality and the foreign - that shaped modernity in the modernist century.

Assessment will be by 100% coursework.

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**ENGL2129. English as a language of science (6 credits)**

English is sometimes called ‘the’ language of science. This could be more myth than reality, but there is no question that a great deal of academic communication takes place in English. Well-established notions like ‘scientific English’ or ‘academic English’ suggest that this is a special kind of English which has features that differ from ‘general’ English. This course will provide a context for reflection on the present role of English in a globalised academic world and the history of that role, as well as on the nature of English-language discourse in various academic disciplines. It is not an academic writing course, but an analytical course dealing, on the one hand, with the sociology and history of the language of science, and, on the other, with the textual and linguistic characteristics of the discourse produced in natural-scientific, social-scientific and humanities disciplines.

Assessment will be by 100% coursework.

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**ENGL2130. Signs, language and meaning: Integrational reflections (6 credits)**

This course introduces students to the basic tenets of integrational linguistics and integrationism. Integrational linguistics takes as its point of departure a theory of the sign which emphasizes the temporal, contextual and experiential dimensions of language and communication. Language users are also seen as language makers, in that they constantly create meaning and integrate and adapt their linguistic experience to novel situations. The course aims to provide insight into a wide range of topics, including the nature of memory, experience, consciousness, and other psychological and philosophical questions.

Assessment will be by 100% coursework.

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**ENGL2131. The Critic as Artist (6 credits)**

The rise of modern literary criticism is concurrent with the rise of modern society. This course introduces students to the development of literary criticism as a literary genre and a historical formation. By studying a selection of key critical texts from the early nineteenth century to the mid-twentieth century, the course will discuss the creative uses of criticism in the history of English literature and the role criticism has played in the development of our understanding of literature. There will be weekly lectures and workshops, in which we will discuss, and participate in, some of the most significant debates among major critical thinkers and to relate these debates to our own studies of literature.

Assessment will be by 100% coursework.

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**LCOM1001. Introduction to language and communication (6 credits)**

This course introduces fundamental concepts in the study of contemporary communication that are relevant for students who are living and communicating in today’s multilingual, globalised world. Students will be introduced to the three crucial dimensions in the study of language and communication: language structures (the study of language as a system), language in context (how language is used in communicative practices), and mediating language ideology (the evaluations of language and its contexts). The course provides students with the theoretical foundations from which they may proceed to examine the practical applications of language and its social relevance in contemporary communities.

Assessment will be by 100% coursework.

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**LCOM2001. Theories of language and communication** (6 credits)

The core course following LCOM1001 examines theoretical discussions of language and communication, with special reference to underlying assumptions about language (i.e. their metatheory) and the respective philosophies of language they are based on, their merits and shortcomings, as well as possible points of contact between them. These assumptions will also be critically discussed on the basis of exemplary linguistic studies presented in class. We shall hence consider the various traditions contributing to language and communication theory, among which are the semiotic, the phenomenological, and the sociocultural traditions. Particular emphasis will be placed on how sociolinguistic theory has dealt with the phenomena of language and communication.

Prerequisite: LCOM1001. Introduction to language and communication

Assessment will be by 100% coursework.

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**LCOM2002. Language in the workplace** (6 credits)

People spend a considerable amount of time at work. The workplace thus provides a useful site for investigating various aspects of language and communication. This course will discuss a range of features of workplace discourse and illustrate the impact social factors may have on the ways in which language is used in this context. We will also discuss and compare different methodological approaches and a variety of theoretical frameworks used for an analysis of workplace discourse. These tools will then be used by the students to analyse naturalistic data.

Prerequisite: LCOM1001. Introduction to language and communication

Assessment will be by 100% coursework.

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**LCOM2003. Language and politeness** (6 credits)

This course will discuss various approaches to linguistic politeness. Students will be introduced to a number of theoretical frameworks that have been developed in order to capture and assess this complex concept. A particular focus will be on the question of universality and culturally influenced perceptions of politeness. Moreover, the impact of various social factors (including power, gender and ethnicity) on the performance and perception of linguistic politeness is discussed, and the topic of impoliteness is covered.

Prerequisite: LCOM1001. Introduction to language and communication

Assessment will be by 60% examination and 40% in-class presentation.

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**LCOM2004. Language, communication and the media** (6 credits)

*(Not to be taken with ENGL2103)*

This course introduces students to the study of mass media discourse in today's society. The 'mass media' phenomenon deserves particular attention because, as sociologists and sociolinguists point out, it has a deep impact on our knowledge of and on how we communicate about the world. The course considers cross-cultural issues of mediated discourse and looks how eastern and western ideologies amalgamate to form new local ideological discourses, with particular attention to Hong Kong. The course will take as its foundation the field of (social) semiotics, and will look more closely at how this field's theoretical premises match with our personal experiences as communicating members of society. The course also introduces students to philosophical-semiotic questions about epistemology and ontology.

Prerequisite: LCOM1001. Introduction to language and communication

Assessment will be by 100% coursework.

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**LCOM2005. Language, communication and globalisation: Politics, peril, pop** (6 credits)

This course, centring on the phenomenon of ‘globalisation’ in relation to language and communication, critically examines some widely held notions, such as the view that globalisation has resulted in the homogenisation of cultures and languages, and in the hegemony of English, and is organised along three main lines. It investigates the *politics* of language and globalisation, in how various nations, particularly those in Asia, struggle with the balance between their indigenous languages and languages of global import and/or wider local significance, e.g. English or Mandarin. It addresses the phenomenon of globalisation bringing communities and languages into contact, the consequences of which are often viewed as situations of *peril*, involving the endangerment of languages, as well as the evolution of new linguistic varieties such as World/New Englishes. It identifies a number of communicative practices in *pop* culture that are ubiquitous in and representative of today’s global world, such as SMSes, e-mail and other electronic communication, hiphop, and callcentres, and explores how languages are appropriated by users in managing their own local identity alongside wider global needs.

Prerequisite: LCOM1001. Introduction to language and communication

Assessment will be by 100% coursework.

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**LCOM3001. Cultural dimensions of language and communication** (6 credits)

Taking its cue from the view of communicative practices as constitutive of the culture of everyday life, this course has as a focus the speakers and cultures involved in language and communication. Topics including linguistic diversity, and language maintenance, shift and endangerment will be explored. The course addresses not only the theories involved but just as importantly the methods for intellectual investigation, and activities and assignments, which aim to cultivate an understanding of the complexities of contemporary social and political issues, will involve investigative fieldwork projects on speech communities in Hong Kong, including local Hongkongers as well as other ‘minority’ groups such as ethnic minorities and domestic workers.

Prerequisite: LCOM1001. Introduction to language and communication

Assessment will be by 100% coursework.

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**LING2011. Language and literacy in the Information Age** (6 credits)

This course aims at helping students gain an understanding of the role of language and literacy education in the socio-economic development of many societies. After the introduction of basic concepts in sociolinguistics and literacy, we will compare linguistic situations in selected parts of the world and then take up major issues such as multilingualism, literacy education, including definitions and types of literacies, language planning policies, and how to integrate linguistic and educational issues in development projects.

Prerequisite: LING1001. Introduction to linguistics

Assessment will be by 100% coursework.

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**LING2012. Experimental phonetics** (6 credits)

The theoretical and instrumental study of the acoustic properties of speech sounds; classificatory criteria; speech analysis and synthesis; experimental techniques; and laboratory work.

Prerequisite: LING1001. Introduction to linguistics

Assessment will be by 100% coursework.

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**LING2034. Psycholinguistics** (6 credits)

This course is an introduction to psycholinguistics and will examine issues concerning how language is acquired and processed in the mind. Essential concepts of the mental processes involved in language comprehension and production and contemporary research will be covered. There will also be practical laboratory classes.

Prerequisite: LING1001. Introduction to linguistics

Assessment will be by 100% coursework.

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**LING2036. Child language** (6 credits)

The focus of this course is on language acquisition, including a consideration of the stages of language development, biological basis, language disorders, dyslexia, and the differences in learning to speak and read in Chinese and English.

Prerequisite: LING1001. Introduction to linguistics

Assessment will be by 100% coursework.

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**LING2037. Bilingualism** (6 credits)

*(Not to be taken with PSYC0038)*

This course is a general introduction to the study of bilingualism from a psycholinguistic perspective, with emphasis on various aspects of bilingual behavior, such as code-switching and language mixing. Aged-related differences, the influence of the first language, the role of attitudes, motivation and learning contexts will be examined.

Prerequisite: LING1001. Introduction to linguistics

Assessment will be by 100% coursework.

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**LING2038. Historical linguistics** (6 credits)

The purpose of this course is to introduce students to the principles of historical linguistics and the methods linguists use to describe and account for language change. The emphasis is on sound change. However, morphological and syntactic changes are also discussed. The language data to be examined are mainly from the Indo-European language family and Chinese dialects.

Prerequisite: LING1001. Introduction to linguistics

Assessment will be by 100% coursework.

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**LING2039. Language variation and change** (6 credits)

The course introduces students to language variation and its implications in the discussion of language change in progress. It also covers the general principles involved in language change as well as the problems of the initiation and transmission of language change.

Prerequisite: LING1001. Introduction to linguistics

Assessment will be by 100% coursework.

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**LING2040. Languages in contact** (6 credits)

No language develops in isolation and all show some effect of contact with other languages. The course will introduce basic concepts in language contact, distinguishing phenomena such as code-mixing and lexical borrowing, language shift and substrate influence. It will then focus on the most striking cases of “contact languages” – pidgins and creoles – and the challenges and opportunities they present to linguistics. The course is especially relevant for those studying French and will feature

audio-visual materials illustrating contact languages such as Singapore Colloquial English, Macau Portuguese creole and Haitian French creole.

Prerequisite: LING1001. Introduction to linguistics

Assessment will be by 100% coursework.

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**LING2044. Language and culture** (6 credits)

The aim of this course is to explore the relationship between language and culture. Topics include language and thought, language and religion, language and nationalities, language and social change.

Prerequisite: LING1001. Introduction to linguistics

Assessment will be by 100% coursework.

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**LING2055. Reading development and reading disorders** (6 credits)

This course aims to provide a deep understanding of reading development and reading disorders in different written languages. Through attending the course, students should be able to understand how different cognitive processes contribute to the development of skilled word reading and text comprehension and what possible problems children may encounter during the course of reading development. Effective treatment and instruction approaches will also be discussed.

Prerequisite: LING1001. Introduction to linguistics

Assessment will be by 100% coursework.

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**LING2056. Sociolinguistics** (6 credits)

The course introduces students to the study of the relationship between language and society. During the course we cover the following topics: fundamentals of language variation and change, multilingualism and language contact, language maintenance, shift and death, language planning, policy and education, and linguistic landscapes. The course has both theoretical and empirical content; in terms of the former, we focus in particular on evolutionary theories of language and usage-based approaches; as for the latter, we focus on the study of Asian contexts, in particular China, South and Southeast Asia through ethnographic methods. The course includes an active fieldwork component on sociolinguistic issues in Hong Kong. A good understanding of sociolinguistics is recommended for linguistics majors and is an important asset for anyone who seeks to competently engage in the field of language usage in society.

Prerequisite: LING1003. Language, thought, and culture

Assessment will be by 100% coursework.

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**LING2057. Language evolution** (6 credits)

Questions concerning the origins and evolution of language and the relevant learning mechanisms in humans to process language arise naturally after one learns the fundamental features of language in areas such as phonetics, syntax, semantics and pragmatics. These questions belong to the realm of evolutionary linguistics, which has recently become a resurgent academic field, due in part to the application of knowledge and techniques from a variety of disciplines besides linguistics. This course will provide a general introduction to evolutionary linguistics. Following an interdisciplinary perspective, the course will introduce fundamental concepts of some relevant disciplines that could shed light on language origin and evolution, including archaeology and anthropology, comparative studies of humans and other animals, genetics, neuro- and psycho-linguistics, and computer simulation.

Prerequisite: LING1001. Introduction to linguistics

Assessment will be by 100% coursework.

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## **PROFESSIONAL CORE COURSES (129 credits)**

Candidates are required to take 129 credits in the manner specified below.

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## **EDUCATION AND PEDAGOGY COURSES (93 credits)**

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## **EDUCATIONAL STUDIES COURSES (36 credits)**

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### **First Year**

#### **EDUC1002. Hong Kong education: Systemic features and social approaches (6 credits)**

After studying the course, students will be able to identify, understand and analyse major features underlying the Hong Kong educational system, their development trends and the social factors contributing to the formation of these systemic features. In particular, they are expected to be able to: master basic facts and structural features of the Hong Kong education system such as modes of educational financing; grasp the general picture of recent education and curriculum reforms in response to social change including globalization; and employ sociological perspectives to analyze and explain the complexity of selected educational issues that confront both teachers and students in their historical, cultural and contemporary contexts, such as education and socialization, equal educational opportunity and social stratification, school as social organization, school-based management, and teacher professionalism and professionalization.

Assessment will be by 100% coursework.

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#### **EDUC2001. Psychology of teaching and learning (6 credits)**

This course examines a broad range of issues involved in the process of teaching and learning. It is designed to develop students' understanding about the impact of different aspects (e.g., social, cognitive, and affective) of the learning environment upon the effectiveness of classroom teaching and learning. A primary goal of this course is to equip pre-service teachers with knowledge regarding how to create a better learning environment for their own future students, both inside and outside the classroom. This course also aims to acquaint students with the most recent developments in the research area of teaching and learning. Emphasis will be given to the application of this knowledge to pre-service teachers' professional work in the Hong Kong school context. Moreover, this course helps students to develop within themselves as well as among their future students, a variety of abilities, including, but not limited to, analytical, creative, and practical ones.

Assessment will be by 100% coursework.

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### **Second Year**

#### **EDUC2002. Understanding and guiding whole-person development (6 credits)**

This course reviews major theories, concepts and research on child and adolescent development and behaviour, and examines ways of guiding, counselling and supporting adolescents in their whole-person development in school settings. The course will address: (i) major theories of child and adolescent development; (ii) the interdependency of all aspects of development, i.e. physical, cognitive, academic, career and personal-social, and social relationships; (iii) basic concepts and strategies in developmental, preventive and remedial guidance; (iv) the roles of teachers in student guidance and counselling; and (v) the application of counselling skills with adolescent students.

Assessment will be by 100% coursework.

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**EDUC2003. Catering for diverse learning needs (6 credits)**

This course focuses on the foundations of special education. The historical background in Hong Kong as well as legislation and litigation related to special education in other countries are examined. Issues of definition and identification procedures for individuals with exceptional learning needs, and best practices in special education related to the nature, characteristics and needs of various exceptionalities are reviewed and discussed. This course also examines various service delivery options for students with exceptional learning needs and families. The quality of programmes that helps meet the educational, social, and/or personal goals for pupils with exceptionalities is evaluated. Assessment will be by 100% coursework.

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**Third Year****EDUC2004. Classroom research: An introduction (6 credits)**

This course provides a step-by-step approach on how to conduct research in the classroom. Students will learn from examples in the literature how to use qualitative, quantitative and mixed methods when collecting data. Some of the methods taught in the course include case studies, questionnaire surveys, interviews, introspective methods, interaction analysis, verbal protocols, action research, and ethnography. By the end of the course, it is expected that students will be able to design and conduct a small-scale research project in a classroom setting. Assessment will be by 100% coursework.

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**EDUC2005. Education and curriculum: Values, concepts and issues (6 credits)**

This course introduces students to some of the issues and debates in education and, more specifically, curriculum, that are grounded in deeper philosophical questions and influenced by economic, political, social and cultural factors. Topics for discussion are considered in relation to their curricular implications, and are drawn from: the nature, aims and purposes of education; values and ethics in education in contemporary society; knowledge, teaching and learning; language, reasoning, rationality and critical thinking in education; and other educationally relevant concepts such as democracy, justice, equality, freedom, autonomy and community. The principal objective of the course is that students should develop a theoretical point of view on education and educational practice that is integrated, consistent, and morally and practically defensible. Assessment will be by 100% coursework.

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**PEDAGOGICAL CONTENT KNOWLEDGE COURSES (12 credits)**

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**Third Year****EDUC3615. Pedagogical content knowledge (English) I (6 credits)**

This course focuses on pedagogical decision-making as it relates to the content of learning, i.e. language. It relates the subject-matter knowledge gained in the English Language and Linguistics Major to the needs of school students learning English as a second language. It introduces students to the importance of being a 'language-aware' teacher, and examines the impact of subject-matter knowledge on pedagogical decisions about the handling of language content. Assessment will be by 100% coursework.

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## Fourth Year

### **EDUC4620. Pedagogical content knowledge (English) II** (6 credits)

This course builds on the Year 3 Pedagogical Content Knowledge course, by consolidating students' understanding of the importance of being a 'language-aware' teacher, and extending their language awareness. The course will equip students to make principled decisions in relation to their handling of language content, based on a sound knowledge of the language area, understanding of the language/learning needs of their pupils, and familiarity with different pedagogical approaches to the handling of content.

Assessment will be by 100% coursework.

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### **PEDAGOGY COURSES** (27 credits)

Pedagogy courses offer students opportunities for relating knowledge acquired from various courses to the practice of teaching. Through video-review, problem-solving tasks, student-led seminars, activity- and inquiry-based workshops, simulations and on-line discussions, students actively engage in critical evaluation and collaborative reflection, in preparation for the teaching practicum in schools. The programme systematically develops a range of perspectives on learning to teach, and exploits the synergy between professional and academic issues.

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## Second Year

### **EDUC2622. Pedagogy (English) I** (6 credits)

This *introductory* course sensitizes students to the roles of the English language teacher, considers the current English language curriculum and methods of assessment, helps them develop skills in lesson planning, nurtures their basic classroom teaching strategies, and raises their awareness of basic approaches to the teaching of the four macro skills: listening, speaking, reading and writing, and the teaching of grammar. Through peer collaboration, students take an active part in the co-construction of lesson plans, development of teaching materials and the design of tasks, which are trialled and evaluated to enhance effectiveness.

Assessment will be by 100% coursework.

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## Third Year

### **EDUC3606. Pedagogy (English) II** (9 credits)

This *intermediate* course enables students to adopt different English language teacher roles and to identify their own teaching styles. It develops their skills in: detailed lesson planning, especially with the needs of individual learners in mind; the critical adaptation of textbook materials, and the design of tasks and activities, based on the use of authentic materials. Against the background of the classroom context and the teaching practicum, the course follows an integrated approach to the learning and teaching of the four language skills, with particular emphasis on grammar, pronunciation and vocabulary. Students are able to sharpen their classroom observation and reflective-thinking skills for professional learning.

Assessment will be by 100% coursework.

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## Fourth Year

### **EDUC4619. Pedagogy (English) III (12 credits)**

This *advanced* course moves from the immediate concerns of classroom practice to broader issues of commitment to innovation and professional development across a range of learning contexts. Students become actively and progressively engaged in discussion of the curriculum: its design and evaluation, the educational setting in which it takes place, its aims and objectives, and the nature of its resource base. The course prepares students to join the teaching force as informed reflective practitioners. Assessment will be by 100% coursework.

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### **DISSERTATION (12 credits)**

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### **EDUC4622. Dissertation (12 credits)**

Candidates are required to complete a dissertation on an approved topic in their final year of study. Assessment will be by 100% coursework.

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### **INFORMATION TECHNOLOGY COURSE (6 credits)**

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### **EDUC2615. Information technology for language education (6 credits)**

Being a professional primary teacher in the 21st century requires a solid foundation in 21st century literacies (e.g., visual, computer, digital media and networking literacies). The effective use of information and communication technologies (ICTs) also requires sound pedagogical knowledge: the 'why' as well as the 'how'. This course will enhance students' abilities to develop the skills required to use information and communication technologies for language learning. Students will be engaged in developing pedagogical and technical knowledge in order to assist them to become effective designers of information-rich, technology-supported, blended learning environments. Students will gain hands-on experience in the use of a wide range of technologies and be provided with opportunities to reflect on and articulate their understanding of how technology can support teaching and learning.

Assessment will be by 100% coursework.

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### **PROFESSIONAL PRACTICUM (30 credits)**

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### **EDUC2601. Teaching practice I (6 credits)**

Students spend three weeks of supervised practical teaching in a school. Assessment will be by 100% coursework.

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### **EDUC3614. Teaching practice II (12 credits)**

Students spend eight weeks in a school carrying out supervised teaching duties. Assessment will be by 100% coursework.

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**EDUC4621. Teaching practice III (12 credits)**

Students spend eight weeks in a school carrying out supervised teaching duties. Assessment will be by 100% coursework.

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**EXTERNAL EXPERIENCE (6 credits)****EDUC2617. External experience (English) (6 credits)**

Students travel outside Hong Kong to a place where English is the mother tongue, for a mixture of courses, language immersion, cultural orientation and experience; or the equivalent. Assessment will be by 100% coursework.

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**ENGLISH LANGUAGE PROFICIENCY TESTS (non-credit-bearing)**

**EDUC1602. English Language Proficiency Test I (Speaking) (non-credit-bearing)**

**EDUC1603. English Language Proficiency Test II (Writing) (non-credit-bearing)**

**EDUC3616. English Language Proficiency Test III (Error Correction and Explanation) (non-credit-bearing)**

Candidates are required to reach benchmark level 3 in the English Language Proficiency Tests I, II and III (FELPT) or their equivalent<sup>4</sup> before graduating. Tests I and II on speaking and writing will be first administered in Year 1, and Test III on error correction and explanation will be first administered in Year 2.

A pre-requisite for candidates to obtain the eligibility to present themselves for the FELPT is their satisfactory participation in a FELPT workshop. Candidates, who have not participated satisfactorily in the workshop without acceptable reasons, will not be allowed to take the FELPT.

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**LANGUAGE ENHANCEMENT COURSES (9 credits)***English Language Enhancement***CAES1401. Academic writing for education students (3 credits)**

This course provides the opportunity for students to develop their English writing skills for academic purposes. The following academic essay writing skills are taught: applying grammar, reference skills, logical development and signposting. Assessment will be by 100% coursework.

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**CAES1402. General English for education students (3 credits)**

This course provides the opportunity for students to enhance their English proficiency skills for general purposes. The following skills are taught: pronunciation, vocabulary and PowerPoint presentation. Assessment will be by 100% coursework.

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<sup>4</sup> Language Proficiency Assessment for Teachers (English Language) of the Hong Kong Examinations and Assessment Authority (HKEAA).

*Chinese Language Enhancement*

**CEDU1002. Practical Chinese Language Course for BEd(LangEd) Students (3 credits)**

**Pre-requisite:** Students must have native speaker proficiency in Cantonese and must have used Chinese as the written medium of their secondary education (or have similar proficiency in written Chinese).

**Alternative courses:** Students from the Mainland shall take *CUND0002 Practical Chinese Language and Hong Kong Society* or *CUND0003 Cantonese for Non-Cantonese Speaking Students*. Students who do not meet the above pre-requisite requirement should apply for exemption and take an elective course in lieu.

**Syllabus**

1. Practical Chinese writing skills 實用中文寫作技巧
  - (a) Classical and modern Chinese 文言與白話
  - (b) The Chinese language: characteristics and usage 漢語特性和語文運用
  - (c) Basic grammar of modern Chinese 現代漢語基礎語法
2. Chinese characters 漢字
  - (d) Traditional characters 傳統漢字
  - (e) Simplified characters 簡化字
  - (f) Variant forms 異體字
3. Letter-writing 書信
  - (g) Business letter writing techniques 商務書信寫作技巧
  - (h) Official letter writing techniques 公務書信寫作技巧
4. Office documents 辦公室文書
  - (i) Notices and announcements 啟事及通告
  - (j) Minutes of meeting and reports 會議文書、報告
5. Chinese for special purposes 專業中文
  - (a) Proficiency in usage 如何文從字順
  - (b) Practical writing in school administration 學校行政文書
6. Presentation and communication techniques 表達與溝通技巧
  - (k) Presentation techniques 演示技巧
  - (l) Discussion and the art of persuasion 討論與說服技巧

Assessment will be by 50% coursework and 50% examination.

**COMMON CORE COURSES (12 credits)**

Candidates are required to take two 6-credit Common Core courses from two different Areas of Inquiry (AoI).

**ELECTIVE COURSES (18 credits)**

Candidates are required to take 18 credits in elective courses.