

HONG KONG BAPTIST UNIVERSITY

COURSE OUTLINE

1. COURSE TITLE

Advanced Seminar in Language and Gender

2. COURSE CODE

ENGL4017

3. NO. OF UNITS

3 Units

4. OFFERING DEPARTMENT

Department of English Language and Literature

5. PREREQUISITES

ENGL2005 Introduction to the Study of Language

6. MEDIUM OF INSTRUCTION

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7. AIMS & OBJECTIVES

- 1) To introduce a range of current issues in the academic field of language and gender;
- 2) To explore different approaches to analysing the impact of gender in both spoken and written texts;
- 3) To encourage students to appreciate cultural variations on gendered language and identities;
- 4) To develop the students' awareness and critical thinking of gender in their own experiences of language use and learning;
- 5) To develop the students' analytical skills to analyse data collected by students in various contexts by using the theoretical frameworks acquired in the course.

8. COURSE CONTENT

- I. Introduction: The history of research on language and gender
- II. Sociolinguistic studies on gender and language
- III. Gender and different linguistic and conversational features (e.g. communication in all-male/all-female groups and mix-sex groups)
- IV. Gender, language and education (language use, gender and power in the classroom)

- V. Gender, socialisation and identity (gender specific norms for appropriate behaviour: the 'real boy' and the 'nice girl' syndrome)
- VI. Gender and professional communication: male and female leadership, men and women talking in meetings etc
- VII. Gender and language in the media, gender and political correctness (e.g. portrayal of gender stereotypes)
- VIII. Sexism in language
- IX. Cross-cultural differences of gender in language (examples from diverse communities across the world)

9. COURSE INTENDED LEARNING OUTCOMES (CILOs)

<u>CILO</u>	<u>By the end of the course, students should be able to:</u>
CILO 1	Demonstrate that they understand the interrelationship between linguistic phenomena and gender
CILO 2	Critically discuss different theories which attempt to explain the differences in men and women's language
CILO 3	Discuss possible causes and consequences of gender differences in language
CILO 4	Present evidence from different social and cultural contexts demonstrating men and women's preference for different linguistic and communicative features
CILO 5	Apply their own experiences of language and gender to existing studies and theories
CILO 6	Prepare and carry out a small project on language and gender

10. TEACHING & LEARNING ACTIVITIES (TLAs)

<u>CILO alignment</u>	<u>Type of TLA</u>
CILO 1	- Understand key literature on gender differences in communication
CILO 2	- Understand key literature on gender differences in communication - Discuss existing studies and theories on gender and communication
CILO 3	- Discuss existing studies and theories on gender and communication - Reflect on individual experiences of language and gender
CILO 4	- Discuss existing studies and theories on gender and communication - Reflect on individual experiences of language and gender
CILO 5	- Discuss existing studies and theories on gender and communication - Reflect on individual experiences of language and gender
CILO 6	- Understand key literature on gender differences in communication - Discuss existing studies and theories on gender and communication - Reflect on individual experiences of language and gender - Collect authentic data of language and gender

11. ASSESSMENT METHODS (AMs)

<u>Type of Assessment Methods</u>	<u>Weighting</u>	<u>CILOs to be addressed</u>	<u>Description of Assessment Tasks</u>
Coursework	50 %	1, 2, 3, 4, 5, 6	<p>Coursework may consist of a mid-term test, a group project and its report, and a term paper to consolidate students' understanding of the taught contents, raise their awareness to the impact of ideologies in text, and enhance their analytical ability.</p> <p>Additionally, e-pedagogy may also be used, including gathering and analyzing data via social media and/or other digital tools.</p>
Examination	50 %	1, 2, 3, 4, 5	<p>The final examination aims to assess students' abilities to critically explore the relationship between language use and gender.</p>

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