Course Code: LING2301
Course Title: Sociolinguistics

Learning Outcomes:
Learn to distinguish between the basic communicative function and social functions of language. Develop awareness that (1) sociolinguistic issues surround us, constantly impact our daily lives, and are unavoidable, whether we like it or not; (2) becoming familiar with sociolinguistics terminology and concepts and understanding sociolinguistic issues can help us acquire a clearer, deeper understanding of the wider world around us. Comprehend and recognize the applicability to their daily lives of five basic generalizations about sociolinguistics:

1. The scope of sociolinguistics encompasses who says what to whom, when, where, how, and why.
2. Sociolinguistics focuses on the individual speaker's and the speech community's (society's) linguistic variation, i.e. their use of two or more ways of saying the same thing.
3. Sociolinguistics makes use of scientific methods to observe and measure the individual speaker's and the speech community's (society's) linguistic variation, i.e. their use of two or more ways of saying the same thing.
4. The major objective of sociolinguistics is to explain how speakers' variable linguistic behaviors are correlated with their variable social backgrounds.
5. No two people who think of themselves as speaking the same language possess exactly the same knowledge of that language, because they do not have the same experiences of their language.

List of Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Contents/fundamental concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>language, society, dialect, accent, idiolect, mutual intelligibility, linguistic variety, linguistic item, sociolinguistic variation, design features of language, speech community, social-class dialects, formal and informal styles of speaking, standard and non-standard languages, RP (Received Pronunciation), dialectology: linguistic variation and geographical variation; some English accents; Chinese dialectology, HK Cantonese, linguistic variation and sex of speaker, quantitative study of sociolinguistic variation (secular linguistics), linguistic variables, social variables, language variation, language change, variation and change in Hong Kong Cantonese speech community, Sociology of language: multilingualism, bilingualism, endangered languages, minority languages, languages in conflict, language contact and its consequences, pidgins, creoles, lingua francas, Chinese and English as pluricentric languages, diglossia; code-switching, code-mixing; Cantonese-English code-mixing, mixed language, linguistic borrowing, loanwords; English loanwords in Cantonese, linguistic taboo, jargon, slang, secret languages, languages in education in Hong Kong, 兩文三語; future of Hong Kong Cantonese.</td>
<td>(same as topics)</td>
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Learning activities (weekly):

<table>
<thead>
<tr>
<th>Task nature</th>
<th>Description</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Project:</td>
<td>Provides the student with the opportunity to work independently and creatively on any topic that falls within the broad range of the subject.</td>
<td>20%</td>
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<tr>
<td>Quiz:</td>
<td>Assesses the student’s learning of lecture material presented in the first half of the semester.</td>
<td>30%</td>
</tr>
<tr>
<td>Final Test (50%)</td>
<td>Assesses the student’s learning of lecture material presented throughout the entire semester.</td>
<td>50%</td>
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</table>

Recommended learning resources:

Recommended Reading List of books and readings On Reserve in the Library has been distributed to students.

RECOMMENDED TEXTBOOKS:


RECOMMENDED READINGS:


Bauer, Robert S. 2000. Hong Kong Cantonese and the road ahead. In David C.S. Li, Angel Lin, and Wai King Tsang, eds. *Language and Education in Postcolonial Hong Kong.* Hong Kong: Linguistic Society of Hong Kong. Pp. 35-58. ON RESERVE


Chan, Brian. 1998. How does Cantonese-English code-mixing work? In Martha Pennington, ed. *Language in Hong Kong at Century's End.* Hong Kong: Hong Kong University Press. ON RESERVE


Snow, Don. 2004. *Cantonese as Written Language, the Growth of a Written Chinese Vernacular*. Hong Kong: Hong Kong University Press. ON RESERVE


Yan, Margaret Mian. 2006. *Introduction to Chinese Dialectology*. Muenchen: LINCOM. ON RESERVE
Feedback for evaluation:

Student Feedback Questionnaire distributed to students at end of semester for their evaluation of the teacher and the course contents.

## Course schedule

<table>
<thead>
<tr>
<th>Class/week</th>
<th>Date</th>
<th>Topic</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>See the attached Course Syllabus.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Lecture Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Jan</td>
<td>1</td>
<td>What is Sociolinguistics? Defining some terms: language, society, dialect, accent, idiolect, mutual intelligibility, linguistic variety, linguistic item, sociolinguistic variation, design features of language. Trudgill 2000, Chp. 1; Chaika Chp. 7; Crystal, pp. 400-401; Hockett</td>
</tr>
<tr>
<td>17 Jan</td>
<td>2</td>
<td>Defining some terms: speech community, social-class dialects, formal and informal styles of speaking, standard and non-standard languages, RP (Received Pronunciation). Trudgill 2000, Chps. 1, 2, 5, Trudgill 2002, Chp. 16; Chaika Chps. 3, 7</td>
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<tr>
<td>24 Jan</td>
<td></td>
<td>Lunar New Year Holiday</td>
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<tr>
<td>31 Jan</td>
<td>3</td>
<td>Dialectology: linguistic variation and geographical variation; some English accents; Chinese dialectology, HK Cantonese. Trudgill 2000, Chp. 8; Trudgill and Hannah Chp. 2; Chambers &amp; Trudgill Chps. 1, 2; Chaika Chp. 7; Norman Chps. 8, 9; Wurm 1988; Yan; Cheung &amp; Bauer; Snow</td>
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<tr>
<td>7 Feb</td>
<td>4</td>
<td>Linguistic variation and sex of speaker. Trudgill 2000, Chps. 4, 10; Chaika Chp. 9</td>
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<tr>
<td>14 Feb</td>
<td>5</td>
<td>Quantitative study of sociolinguistic variation (secular linguistics), linguistic variables, social variables, language variation, language change. Trudgill 2000, Chp. 2; Labov; Chaika Chp. 8</td>
</tr>
<tr>
<td>21 Feb</td>
<td>6</td>
<td>Variation and change in Hong Kong Cantonese speech community. Bauer &amp; Benedict Chp. 3</td>
</tr>
<tr>
<td>28 Feb</td>
<td>7</td>
<td>Sociology of language: multilingualism, bilingualism, endangered languages, minority languages, languages in conflict. Trudgill 2000, Chps. 7, 10</td>
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<tr>
<td>6 Mar</td>
<td>8</td>
<td>Language contact: pidgins; creoles. Trudgill 2000, Chp. 9. Quiz</td>
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<tr>
<td>13 Mar</td>
<td>9</td>
<td>Language contact: lingua francas; English and Chinese as pluricentric languages. Trudgill 2000, Chp. 7; Bradley</td>
</tr>
<tr>
<td>20 Mar</td>
<td>10</td>
<td>Language contact: diglossia; code-switching, code-mixing; Cantonese-English code-mixing, mixed language. Trudgill 2000, Chps. 5, 6; Luke; Li; James</td>
</tr>
</tbody>
</table>
27 Mar 11 Language contact: linguistic borrowing, loanwords; English loanwords in Cantonese. Bauer & Benedict Chp. 3
3 Apr 12 Linguistic taboo, jargon, slang, secret languages. Trudgill 2000, Chp. 1; Chaika Chp. 6
10 Apr 13 Languages in education in Hong Kong, 鄉文三語; future of Hong Kong Cantonese. So; Bauer Semester Review
17 Apr 14 Test

Teacher’s or TA’s contact details:

<table>
<thead>
<tr>
<th><strong>Professor/Lecturer/Instructor:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Robert S. Bauer</td>
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<td>Office Location:</td>
<td>Leung Kau Kui Bldg., G10</td>
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<tr>
<td>Teaching Venue:</td>
<td>LSK206, LSK301, 302</td>
</tr>
<tr>
<td>Website:</td>
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<td>Other information:</td>
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<tr>
<th><strong>Teaching Assistant/Tutor:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Zhang Caicai</td>
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<td>Office Location:</td>
<td>Leung Kau Kui Bldg, G19</td>
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<td>Telephone:</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:yzcelia@gmail.com">yzcelia@gmail.com</a></td>
</tr>
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</table>

**Academic honesty and plagiarism**

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at [http://www.cuhk.edu.hk/policy/academichonesty/](http://www.cuhk.edu.hk/policy/academichonesty/).

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign on the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide ([https://veriguide1.cse.cuhk.edu.hk/cuhk/](https://veriguide1.cse.cuhk.edu.hk/cuhk/)), the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.