# HONG KONG BAPTIST UNIVERSITY

# COURSE SYLLABUS

1. **Course Title**
   Linguistics and Liberal Thinking

2. **Course Code**
   LANG 7660

3. **No. of Units**
   3 units

4. **Offering Department**
   MA in Language Studies Programme

5. **Prerequisite**
   Nil

6. **Medium of Instruction**
   English

7. **Aims & Objectives**
   This course aims to provide students with a clear conception on the thinking processes behind theorizing in language studies in relation to a number of real-life situations as well as to other disciplines in both the humanities and the sciences. Students will thus gain broad awareness of the tools and strategies that are useful academically and practically, especially in the area of teaching liberal studies in the Hong Kong secondary school classroom. The course will develop in the students a critical awareness on how to evaluate knowledge and beliefs, thus making it a foundational course in fostering independent thinking in language studies. Through this course, students should be able to see in a more informed and profound way the relevance of language studies to everyday life.

8. **Course content**
   (1) Epistemological traditions
   - Classical
   - Modernist

- Postmodernist
(2) Modes of Analyses
- What are the things that require analysis?
- puzzles that arise from symmetries and asymmetries
- curiosities in composition and structure
- Analysis as identification of parts
- Analysis as a procedure
- Analysis as the crystallization and articulation of an intuitively apprehended pattern
- Analysis as an explanation to a puzzle
(3) Modes of conflict resolution
- Rule ordering
- Parameterization
- Prioritization
- Strength assignment (e.g. linguistic shifts over time)
(4) Theory, practice and application
- Using various modes of conflict resolution methods to capture patterns
- Identifying the modes of analysis and modes of conflict resolution in non-academic issues

It is necessary to bear in mind that this course does not require the student to have prior knowledge of the different fields of knowledge. It does require the student to have some courage to approach topics that sound forbidding.

9. **Course Intended Learning outcomes (CILOs)**

| CILO | By the end of the course, students should be able to: |
|---|---|
| CILO 1 | Identify humanistic and scientific perspectives of a subject matter especially in linguistics |
| CILO 2 | Relate training in linguistics to other fields of knowledge |
| CILO 3 | Construct models of reasoning processes involved in linguistic analyses |
| CILO 4 | Design a simple research programme to address questions or problems that do not have ready answers |

10. **Teaching & Learning Activities (TLAs)**

| CILO No. | TLAs |
|---|---|
| CILO 1 | • In-class discussion of literature on the humanistic and scientific aspects of linguistics |

| CILO 2 | • Presentations and discussions of various prominent ways to understand and process linguistic knowledge |
| CILO 3 | • Reviewing various possible principles to approach linguistics |
| CILO 4 | • Conducting and presenting a small scale project to address questions or problems that do not have ready answers |

## 11. Assessment Methods (AMs)

| Type of Assessment | Weighting | CILOs to be addressed | Description of Assessment Tasks |
|---|---|---|---|
| Seminar presentations | 30% | 2, 3, 4 | Students are expected to make presentations of an analysis within and without linguistics, demonstrating their understanding of the core notions of analyses in at least two disciplines |
| Active participation and teamwork | 15% | 1, 2, 3 | Students are expected to initiate and respond to forums, class discussions, and to engage in mutual collaborative learning. |
| Reflective essay | 20% | All of the above | Students are to write a reflective essay on the extent of application of a chosen linguistic analytical tool/approach to daily life. |
| Term paper | 35% | 2, 3, 4 | Students will undertake one research projects on a non-linguistic issue. The analyses must reflect the application of analytical tools used by linguists. This serves to assess students' abilities to use their toolset outside their domain of expertise |