

Subject Code	ENGL1001
Subject Title	Introduction to English Speaking Cultures
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	The central objective of the subject is to develop students' awareness and understanding of key factors that shape contemporary life across English-speaking cultures, with special comparative concentration on the UK and the USA. The examination of English-speaking cultures is essentially an exercise in critical cultural appreciation but will also serve to underpin and strengthen students' on-going learning of English and, at the same time, sharpen their perceptions of aspects of their own society.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to demonstrate an informed understanding of politics, religion and education in British and North American cultures, and in particular to:</p> <ol style="list-style-type: none"> a. evaluate critically the beliefs and values of these cultures with respect to nationality, ethnicity, customs and traditions; b. relate these identified beliefs and values to their own cultural backgrounds; c. understand the development of aspects of lifestyle and identities such as gender relations, family life and work, and leisure in these cultures; d. demonstrate a clear understanding of the roles of the arts and media in these cultures and their impact on the rest of the world. e. show an improved awareness of the relationships between global and local cultures; f. demonstrate an increased capacity to analyse critically the global impact of English language and its cultures; and g. show a critical appreciation of how culture mediates communication in British and North American societies.
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none"> • Nationality and ethnicity: aspects of so-called 'national characters', customs and traditions, attitudes to foreigners and immigrants, etc; • Education and employment: attitudes towards education, school and university life, vocational training, etc; • Life styles and identities: gender relations, family life, religious affiliation, work and leisure, etc; • Government and politics: types of government, party systems, other forms of political participation;

	<ul style="list-style-type: none"> • The media: ownership, political orientation, programming policies, media and society, etc. • Culture: pop culture vs high culture, society and culture, subcultures, taxonomies of culture 																																																				
Teaching/ Learning Methodology	The teaching and learning approach is task-based, student-centered, interactive and reflective. There is a balance of individual effort and cooperative inter-dependent learning; in this way a balance is achieved in terms of personalising and socialising the learning process.																																																				
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="7">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> </tr> </thead> <tbody> <tr> <td>1. Term paper</td> <td>35%</td> <td>√</td> <td></td> <td>√</td> <td></td> <td></td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Group oral presentation</td> <td>30%</td> <td></td> <td>√</td> <td>√</td> <td></td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Group written project</td> <td>35%</td> <td></td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="7"></td> </tr> </tbody> </table> <p>The main purpose of the assessed tasks is to check students' understanding of key concepts and their ability to apply these concepts to the analysis of aspects of particular English-speaking cultures. The aim is also to ensure that assessment is <i>for</i> learning as well as <i>of</i> learning. The assessment tasks reflect this philosophy in the way they meet ILOs: the term paper permits individual reflection, analysis and comparison of a self-chosen aspect of the politics, religion or education of the English-speaking cultures in question; the group oral presentation provides the chance for students to identify and research an area of common interest in either the arts, media or lifestyles of the two cultures in question, and the group written project gives students the opportunity to identify and explore aspects of nationality, ethnicity, customs and traditions in one or more of the cultures in question.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							a	b	c	d	e	f	g	1. Term paper	35%	√		√			√	√	2. Group oral presentation	30%		√	√		√	√	√	3. Group written project	35%		√	√	√		√	√	Total	100 %							
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<p>Reading List</p>	<p>Recommended reading list</p> <p>Borden, G. A. (1991). <i>Cultural Orientation: An approach to understanding intercultural communication</i>. Englewood Cliffs, New Jersey: Prentice Hall.</p> <p>Carah, N. & Louw, E. (2015). <i>Media and Society: Production, Content and Participation</i>. London: Sage.</p> <p>Harrington, A. (2004). <i>Modern social theory: An introduction</i>. Oxford: Oxford University Press.</p> <p>Laughey, D. (2009). <i>Media studies: Theories and approaches</i>. Harpenden, England: Kamera Books.</p> <p>MacDowell, D. (2005). <i>Britain in close up</i>. Harlow: Longman.</p> <p>Further reading</p> <p>Browning, G.K., Halcli, A. & Webster, F. (2006). <i>Understanding contemporary society: Theories of the present</i>. California: Sage.</p> <p>Castells, M. (2000). <i>Rise of the network society</i>. Cambridge, MA: Blackwell.</p> <p>Crothers, L. (2010). <i>Globalisation and American pop culture</i>. Lanham, Md: Rowman & Littlefield.</p> <p>Datesman, M., Crandell, J. & Kearny, E. (2005). <i>American ways: an introduction to American culture</i>. New York: Pearson.</p> <p>Fox, K. (2004). <i>Watching the English: The hidden rules of English behaviour</i>. London: Hodder & Stoughton.</p> <p>Heung, V. (2006). Recognizing the emotional and behavioural needs of ethnic minority students in Hong Kong. <i>Volume 50</i> (Number 2), 29. Link: http://dx.doi.org/10.3200/PSFL.50.2.29-36</p> <p>Hodkinson, P (2011) <i>Media, Culture and Society</i>. Los Angeles: Sage.</p> <p>Hofstede, G. (2001). <i>Culture's consequences: Comparing values, behaviors, institutions and organizations across nations</i>. Thousand Oaks, California: Sage Publications.</p> <p>Mackay, H. (1997). <i>Consumption of everyday life</i>. London: Sage.</p> <p>McLuhan, M. (1964). <i>Understanding media</i>. New York: McGraw-Hill.</p> <p>McQuail, D. (1994). <i>Mass communication theory: An introduction</i> (3rd ed.). London, Thousand Oaks: Sage Publications</p> <p>Merelmann, R.M. (1991). <i>Partial visions: Culture and politics in Britain, Canada, and the United States</i>. Madison, Wis.: University of Wisconsin Press.</p> <p>O'Shaughnessy, M. & Stadler, J. (2012). <i>Media and Society</i>. Australia: Oxford University Press.</p> <p>Paxman, J. (1998). <i>The English: A portrait of a people</i>. London: Michael Joseph.</p> <p>Ritzer, G. (1996). <i>The McDonaldization of society: An investigation into the changing character of contemporary social life</i>. Thousand Oaks, Calif.: Pine Forge Press.</p> <p>Roberts, A. (2007). <i>A history of the English-speaking peoples since 1900</i>.</p>
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	<p>New York: HarperCollins.</p> <p>Rogers, M. F. (1999). <i>Barbie culture</i>. London: Sage.</p> <p>Smart, B. (1999). <i>Resisting McDonaldization</i>. London: Sage.</p> <p>Straubhaar, J., LaRose, J. & Davenport, L. (2014). <i>Media Now</i>. Boston, MA: Wadsworth.</p> <p>Svartvik, J. and Leech, G. (2006). <i>English: One tongue, many voices</i>. Basingstoke: Palgrave Macmillan.</p>
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Revised by Nicholas Sampson, February 2018