The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	ENGL1003
Subject Title	Introduction to English-Speaking Cultures
Credit Value	3
Level	1
Pre-requisite/ Co-requisite/ Exclusion	None
Objectives	The central objective of this subject is to develop students' awareness and understanding of key factors that shape contemporary life across English-speaking cultures. In an effort to enhance students' global communicative competence, students will analyse English's different roles across media, public discourse, and public policy in different countries and territories. The course places special comparative concentration on the English-speaking inner circle countries, including the UK and USA, while also providing additional focus on English-speaking outer circle territories such as Hong Kong, Singapore, and India. The examination of English-speaking cultures is essentially an exercise in critical cultural analysis, furthering students' understanding of the many factors that affect and are affected by language and society, while eliminating the concept of English as a monocultural entity.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to demonstrate an informed understanding of the historical factors, political structures, and other cultural practices that have shaped and continue to shape English-speaking cultures around the world. Specifically, students will be able to: a. understand the necessity for global communicative competence and its role in mediating communication across and between English-speaking societies; b. evaluate critically the beliefs and values of these cultures with respect to nationality, ethnicity, customs and traditions; c. map the placement of their own societies and cultures within the English-speaking sphere; d. understand the diversity of aspects of personal and social identity, including gender relations, family life, and work, present across English-speaking territories; e. demonstrate a clear understanding of the roles of the arts and media in these cultures and their impact on the rest of the world; f. show improved intercultural awareness by better understanding the relationships between and roles of national and international policy across English-speaking cultures; and g. critically analyse the global impact of the English language and its cultures.

| Subject Synopsis/ Indicative Syllabus

(Note 2) | • Nationality and ethnicity: the role of national and social policies within English-speaking cultures and the establishment of both national and ethnic identities and social norms;
• Education and employment: attitudes towards education, school and university life, vocational training, etc;
• Personal identity: gender roles, family life, religious affiliation, work and leisure, etc;
• Public policy and international politics: forms of government and public policy within nations and the role international policy has played in an increasingly connected world;
• Mass communication: top-down and bottom-up communication; mainstream and subversive forms of media and communication; and the role of the internet and language in defining or redefining identity at all levels; and
• Global communicative competence: synthesising all of the above and how they affect communication between individuals and groups at the global level. |
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| **Teaching/Learning Methodology**

(Note 3) | The teaching and learning approach is task-based, student-centred, interactive, and reflective. There is a balance of individual effort and cooperative interdependent learning in order to personalise and socialise the learning process. |

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
		a	b	c	d	e	f	g
1. Group presentation	25%		√	√	√	√	√	√
2. Individual presentation	35%	√		√	√		√	√
3. Term paper	40%	√	√	√			√	√
Total	100%							

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 for learning as well as of learning. The assessment tasks reflect this philosophy in the way they meet ILOs: the group presentation provides the chance for students to identify, compare, and contrast two cultures; the individual presentation gives students the opportunity to explore in more detail aspects of nationality, ethnicity, customs and traditions in one culture; and the term paper permits individual reflection, analysis and comparison of a self-chosen aspect of the English-speaking cultures in question.

Student Study Effort Expected	Class contact:	
	▪ Lectures	39 Hrs.
	Other student study effort:	
	▪ Private study	56 Hrs.
	▪ Take-home assignments	28 Hrs.
	Total student study effort	123 Hrs.

Reading List and References	**Recommended reading list** Austin, D. J. (1983). Culture and ideology in the English-speaking Caribbean: A view from Jamaica. *American Ethnologist*, *10*(2), 223-240. Mauk, D. & Oakland, J. (2017). *American civilization: An introduction.* Abingdon: Routledge. Oakland, J. (2015). *British civilization: An introduction*. Abingdon: Routledge. Ronowicz, E., & Yallop, C. (Eds.). (2007). *English: One language, different cultures*. A&C Black. Wee, L., Goh, R. B. H., & Lim, L. (Eds.). (2013). *The politics of English: South Asia, Southeast Asia, and the Asia Pacific*. (Vol. 4). John Benjamins Publishing. **Further reading** Borden, G. A. (1991). *Cultural Orientation: An approach to understanding intercultural communication*. Engelwood Cliffs, New Jersey: Prentice Hall. Browning, G.K., Halcli, A. & Webster, F. (2006). *Understanding contemporary society: Theories of the present*. California: Sage. Scott, C. (Eds.) *English in its social contexts: Essays in historical sociolinguistics*. New York: Oxford University Press. Cheshire, J. (Ed.) (1991) Introduction. *English around the world: sociolinguistics perspectives,* 1-17. Cambridge: Cambridge University Press. Crothers, L. (2010). *Globalisation and American pop culture.* Lanham, Md: Rowman & Littlefield. Datesman, M., Crandell, J. & Kearny, E. (2005). *American ways: an introduction to American culture*. New York: Pearson. Garcia, O., & Otheguy, R. (1989). English across cultures, cultures across English. *A Reader in Cross-cultural Communication. Berlin, New York. Contributions to the Sociology of Language*, *53*. Harrington, A. (2004). *Modern social theory: An introduction*. Oxford: Oxford University Press.

Heung, V. (2006). Recognizing the emotional and behavioural needs of ethnic minority students in Hong Kong. *Volume 50* (Number 2), 29.

Higgins, C. (2009). From Da Bomb to *Bomba*: Global hip hop nation language in Tanzania. In H. S. Alim, Awad Ibrahim, and Alastair Pennycook (Eds.), *Global Linguistic Flows: Hip Hop Cultures, Youth Identities, and the Politics of Language,* pp. 96-112. New York, NY: Routledge.

Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations*. Thousand Oaks, California: Sage Publications.

Jenkins, J. (2014). *Global Englishes: A resource book for students*. Routledge English Language Introductions.

Kachru, B. B. (Ed.). (1992). *The other tongue: English across cultures*. University of Illinois Press.

Leap, W., & Boellstorff, T. (Eds.). (2004). *Speaking in queer tongues: Globalization and gay language*. University of Illinois Press.

Lewis, R. D., & Gates, M. (2005). *Leading across cultures*. Nicholas Brealey.

Lim, L. & Low, E.-L. (Eds.). (2009). Multilingual, globalizing Asia: Implications for policy and education. *AILA Review, 22*.

MacDowell, D. (2005). *Britain in close up*. Harlow: Longman.

Merelmann, R.M. (1991). *Partial visions: Culture and politics in Britain, Canada, and the United States*. Madison, Wis.: University of Wisconsin Press.

Paxman, J. (1998). *The English: A portrait of a people*. London: Michael Joseph.

Punnett, B. J., Dick-Forde, E., & Robinson, J. (2006). Effective management and culture: An analysis of three English-speaking Caribbean countries. *Journal of Eastern Caribbean Studies*, *31*(2), 44.

Ritzer, G. (1996). *The McDonaldization of society: An investigation into the changing character of contemporary social life*. Thousand Oaks, Calif.: Pine Forge Press.

Roberts, A. (2007). *A history of the English-speaking peoples since 1900.* New York: HarperCollins.

Smith, L. E. (Ed.). (1987). *Discourse across cultures: Strategies in world Englishes*. London: Prentice-Hall.

Svartvik, J. and Leech, G. (2006). *English: One tongue, many voices*. Basingstoke: Palgrave Macmillan.

Revised by Max Diaz, February 2019

Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus
The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method
This section should include the assessment method(s) to be used and its relative weighting and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.