

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	ENGL3041
Subject Title	Travelling in Europe through Signs and Space
Credit Value	3
Level	3
Pre-requisite/ Co-requisite/ Exclusion	N/A
Objectives	<p>This subject takes students on a journey to Europe by exploring such signs as institutional signage, notices, brand logos, graffiti and emoji in space across the continent. It introduces students to the knowledge, skills and apparatus needed to understand signs and space as semiotic resources. Through the analysis and discussion of a wide range of real-world examples of signs collected across Europe and beyond in different cultural, social and physical settings, this subject aims to raise students' critical awareness of the importance of signs in place-making, the inter-connected relationship between signs, space and community, and the value of effective signs and space in cultivating a sense of belonging and promoting quality of life.</p> <p>This course is designed to help students to:</p> <ul style="list-style-type: none"> • develop a better understanding of the signs and space in Europe; • examine the use of signs and space through core concepts and analytical tools; • apply their knowledge to solving real-world problems in their own community through the effective creation and use of signs and space.
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a) describe some key characteristics of and trends in the semiotic landscapes across Europe; b) compare the similarities and differences in the use of signs and space across Europe; c) identify, classify, and analyse the types and forms of signs and space; d) explain the relationships between signs, space and community; e) evaluate the effectiveness of the creation and use of signs and space; f) apply the knowledge gained to improve their own community through the design and use of signs and space;

<p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p>	<p>Part 1 – Travelling in Europe: Studying language in signs and space</p> <ul style="list-style-type: none"> • Top-down vs. bottom-up signage • Patterns of language in signs and space • Signs, space and language policy <p>Part 2 – Travelling across Europe: Going beyond language in signs and space</p> <ul style="list-style-type: none"> • More than words in signs and space • Multi-functionality and multimodality in signs and space • Place-making and identity construction through signs and space <p>Part 3 – Travelling beyond Europe: Observing changes in signs and space</p> <ul style="list-style-type: none"> • Understanding sites of conflict, exclusion and dissent through signs and space • The dynamics and mobility of signs and space • Glocalization and superdiversity – Connecting Europe with the rest of the world through signs and space • The future of signs and space – Artificial intelligence, virtual reality and smart signage in the physical and digital space 																																														
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>The subject will utilize interactive lectures, seminars, group discussions, fieldwork and online sessions. Fieldwork will involve interviews, the use of technology and photography to capture and document the signs and space examined and the views of the community interacting with the space.</p>																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i></p>	<table border="1" data-bbox="532 1073 1461 1476"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">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> </tr> </thead> <tbody> <tr> <td>1. Paper</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Portfolio</td> <td>30%</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Oral presentation</td> <td>30%</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Assessment 1: Students will produce individually a written paper of a sign in space based on the core concepts and analytical tools learned in the first half of the subject.</p> <p>Assessment 2: Students will carry out a project that requires them to create a sign to address a particular issue (e.g. hygiene, safety, accessibility, etc.) in their community. To achieve this, they need to first conduct some fieldwork in groups in the community concerned to define the problem, to identify and to understand the stakeholders concerned. The fieldwork portfolio documents the groundwork they have done in this respect and may include interview transcripts, photographs and survey results carried out to understand the space and the community under investigation. In the portfolio, they will need to demonstrate their critical reflection of the space and community</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Paper	40%	✓	✓	✓				2. Portfolio	30%			✓	✓	✓		3. Oral presentation	30%				✓	✓	✓	Total	100 %						
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	<p>concerned, as compared with what they have encountered in the subject before across Europe and beyond.</p> <p>Assessment 3: Following their fieldwork in Assessment 2, students will then individually propose an appropriate solution through the development of a sign. In the form of an oral presentation, each student will introduce their creation, explain the developmental processes and argue how they have put the sign to effective use in the space concerned in its actual implementation.</p>	
Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> ▪ interactive face-to-face sessions 	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ preparation for interactive sessions 	26 Hrs.
	<ul style="list-style-type: none"> ▪ other private study 	52 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	<p>Required reading</p> <p>Scollon, R. & Scollon S. W. 2003. <i>Discourses in place: Language in the material world</i>. London; New York: Routledge.</p> <p>Further reading</p> <p>Blackwood, R. J., Lanza, E. & Woldemariam, H. (eds.) 2016. <i>Negotiating and contesting identities in linguistic landscapes</i>. London; New York: Bloomsbury.</p> <p>Blommaert, J. 2010. <i>The sociolinguistics of globalization</i>. Cambridge: Cambridge University Press.</p> <p>Blommaert, J. & Maly, I. 2014. Ethnographic linguistic landscape analysis and social change: A case study. In <i>Tilburg Papers in Culture Studies</i> No. 100. Tilburg, The Netherlands: Babylon. 1–27.</p> <p>Cook, V. 2015. Meaning and material in the language of the street. <i>Social Semiotics</i> 25: 81–109.</p> <p>Graddol, D. & Danielewicz-Betz, A. 2015. Borderland English: Signs of transition across the expiring China-Hong Kong border. <i>Asian Englishes</i> 17: 3-28.</p> <p>Gorter, D. 2006. Introduction: The study of the linguistic landscape as a new approach to multilingualism. <i>International Journal of Multilingualism</i> 3: 16.</p> <p>Jaworski, A. 2014. Mobile language in mobile places. <i>International Journal of Bilingualism</i> 18(5): 524-533.</p> <p>Jaworski, A. & Thurlow, C. (eds.) 2010. <i>Semiotic landscapes: Language, image and space</i>. London; New York: Continuum.</p>	

	<p>Landry, R. & Bourhis, R. Y. 1997. Linguistic landscape and ethnolinguistic vitality: An empirical study. <i>Journal of Language and Social Psychology</i> 16: 23–49.</p> <p>Moriarty, M. 2014. Languages in motion: Multilingualism and mobility in the linguistic landscape. <i>International Journal of Bilingualism</i> 18(5): 457-463.</p> <p>Pütz, M. & Mundt, N. (eds.) 2019. <i>Expanding the linguistic landscape: Linguistic diversity, multimodality and the use of space as a semiotic resource</i>. Bristol: Multilingual Matters.</p> <p>Shohamy, E., Ben-Rafael E. & Barni M. (eds.) 2010. <i>Linguistic Landscape in the City</i>. Bristol, Buffalo, Toronto: Multilingual Matters.</p> <p>Shohamy, E & Gorter, D. (eds.) 2009. <i>Linguistic landscape: Expanding the scenery</i>. London; New York: Routledge.</p>
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Prepared by Phoenix Lam, November 2022

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.

(Form AR 140) 8.2020