

**The Hong Kong Polytechnic University**  
**Subject Description Form**

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

|  |  |
|--|--|
| <b>Subject Code</b>                                    | FH1000   |
| <b>Subject Title</b>                                   | Freshman Seminar in Language, Culture and Communication  |
| <b>Credit Value</b>                                    | 3  |
| <b>Level</b>   | 1  |
| <b>Pre-requisite /<br/>Co-requisite/<br/>Exclusion</b> | Nil  |
| <b>Objectives</b>                                      | <ol style="list-style-type: none"> <li>1. Introduce to students the nature and characteristics of language, culture and communication studies;</li> <li>2. Develop students' global outlook with reference to multilingual and multicultural phenomenon in human societies;</li> <li>3. Engage students in desirable forms of learning at university that are conducive to smooth adjustment to University life, self-regulation, and autonomous learning;</li> <li>4. Foster students' creativity, critical thinking and problem-solving abilities through reading, research, data collection and verification;</li> <li>5. Introduce students to research strengths and current intellectual interest of the academic staff members in the Faculty of Humanities (FH); and</li> <li>6. Expose students to the concepts and an understanding of career development in the professions related to language, culture and communication studies with the incorporation of entrepreneurship.</li> </ol> |
| <b>Intended Learning Outcomes</b>                      | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Explore and examine the nature and characteristics of language, culture and communication;</li> <li>b. Develop a global outlook and a positive attitudes toward multilingual and multicultural experiences;</li> <li>c. Identify and locate the appropriate resources, tools and facilities for learning and research purposes for the development of self-regulated and autonomous learning;</li> <li>d. Engage in creative and critical thinking, self-learning and problem-solving through reading, research, and collection and verification of data;</li> <li>e. Familiarise themselves with and apply the research strength and intellectual interest of the academic staff members in FH; and</li> <li>f. Understand their potential career paths with the incorporation of entrepreneurship.</li> </ol>   |
| <b>Subject Synopsis/<br/>Indicative Syllabus</b>       | <p><b><u>Learning Activity 1</u></b><br/><b>Global English and the role of English in modern society</b></p> <p>This activity aims to introduce to students important areas of English language studies. It will include issues related to the role of English in the world, the linguistic analysis of the English language, the use and functions of the English language in multicultural and multilingual societies, the teaching and assessment of English, and the cultural and linguistic issues associated with a variety of "Englishes", that is, the modalities of speech, grammar, lexicon and other features of English language produced in a global context.</p> <p>Indicative topics:</p> <ol style="list-style-type: none"> <li>1. Aspects of English linguistics</li> <li>2. English as a global language: past, present and future</li> </ol>  |

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|--|--|
|  | <ol style="list-style-type: none"> <li>3. The global trends shaping the learning, use and assessment of English as a second/foreign language</li> <li>4. Language use, language choice and language shift in multilingual societies</li> <li>5. Globalization of the English language</li> </ol> <p><b><u>Learning Activity 2</u></b><br/> <b>Global Chinese and the study of Chinese language</b><br/> This activity aims to introduce to students areas of Chinese language studies from both synchronic and diachronic perspectives. It will include issues related to the varieties of Chinese, the linguistic analysis of the Chinese language, the use and functions of the Chinese language in multilingual societies, the teaching and assessment of Chinese, and the cultural and linguistic issues associated with the spread of the Chinese language and Culture to other parts of the world.</p> <p>Indicative topics:</p> <ol style="list-style-type: none"> <li>1. Aspects of Chinese linguistics</li> <li>2. Roles and functions of the Chinese language and its varieties</li> <li>3. Learning and assessment of the Chinese language as an academic discipline and an industry</li> <li>4. Globalization of the Chinese language</li> </ol> <p><b><u>Learning Activity 3</u></b><br/> <b>Chinese culture and globalisation</b><br/> This is a topic learning activity that adopts multi-disciplinary perspectives to examine significant and complex issues regarding Chinese culture and values vis-à-vis globalization. It serves as a gateway course that introduces students to the academic – that is, the historical-critical – approach to understanding Chinese culture. It aims at showing the students the unities and diversities of Chinese culture and values and challenging the oversimplifying “China vs. the West” dualism, as well as the essentialism or even orientalism on which such dualism is based. Students will learn to view “culture” – “Chinese culture” in our case – as a historical process of ever-changing construction involving constant interactions with the cultural “Others.” We examine historical, religious, political, social, and artistic materials and phenomena in order to understand modern China at its politico-cultural core, in its relations with the outside world, its symbolic function in the new global order and its path to modernization.</p> <p>Indicative topics may include:</p> <ol style="list-style-type: none"> <li>1. Chinese wisdom for modern individuals</li> <li>2. Critical approaches toward Chinese Culture vs. Orientalism/self-Orientalism</li> <li>3. Characteristics of Chinese culture</li> <li>4. Challenges Chinese culture faced, its reactions and potential contributions to global modernity</li> </ol> |
| <p><b>Teaching/<br/>Learning<br/>Methodology</b></p> | <p>Practitioners/professionals in the discipline of language, culture and communication may be invited or visits may be arranged by the subject teachers to share their experience/business opportunities/ career pathways with the students. This will expose students to possible career developments in the professions related to language, culture and communication studies.</p> <p><b><u>Learning Activity 1</u></b><br/> <b>Global English and the role of English in modern society</b><br/> The teaching and learning activities for Global English and the study of the English language will be a combination of lectures, seminar group activities, group discussions, group multimedia project and students’ self-study. In the lectures, multimedia and social media resources will be used to demonstrate</p>  |

various aspects of English linguistics, English as a global lingua franca and varieties of English in different aspects of global life. The seminars will be for students to discuss assigned readings and engage in group discussions and tasks that reinforce and consolidate their understanding of the lecture input about the importance of English in society and various aspects of English language studies. Students will work in groups to conduct a preliminary study of an issue associated with any of the indicative topics and do a group multimodal project. This group project will enable them to develop generic competencies in innovative problem-solving, critical thinking, communication and teamwork and to gain an initial understanding of the kind of research they will possibly conduct for their Capstone Projects.

### **Learning Activity 2**

#### **Global Chinese and the study of Chinese language**

The teaching and learning activities for this activity will be in the form of lectures, seminar group activities, group discussions and students' self-study. Following the lecture, students will conduct extensive reading based on the lecturer's input as well as on relevant materials that introduce students to the various aspects of Chinese language studies. They will be asked to conduct a preliminary research on a linguistic issue in one aspect of Chinese language study so as to gain an initial understanding of the sort of research they may possibly engage in in their senior years of study.

### **Learning Activity 3**

#### **Chinese culture and globalization**

By means of lectures and seminar activities, students will gain a concrete understanding of China's cultures and values, which has been produced and circulated locally, nationally and globally in the past and present. Lectures will introduce key ideas, texts and research tools and paradigms for evaluating historical transformation of cultural values and practices illustrated by selected examples. Seminar activities will guide students to use these texts and analytic tools. During the seminar, group activities will foster critical thinking about required resources to manage, preserve, and transform China's values in the modern period. Students will build on seminar activities through self-study to write a reflective journal based on their reading and research. This journal will develop and refine their findings about China's resources needed for building its power, the organisational structure, use of human resources, skills, and the language for doing so.

**Assessment Methods in Alignment with Intended Learning Outcomes**

| Specific assessment methods/tasks  | Weighting % | Intended subject learning outcomes to be assessed (Please tick as appropriate) |   |   |   |   |   |
|--|-------------|--|---|---|---|---|---|
|  |             | a  | b | c | d | e | f |
| 1. Group multimodal project on an identified topic related to English in the contemporary society (Activity 1) | 30%         | √  | √ | √ | √ | √ |   |
| 2. Short paper on an identified topic in the study of Chinese language (Activity 2)                            | 30%         | √  | √ | √ | √ | √ |   |
| 3. Reflective journal (Activity 3)   | 30%         | √  | √ | √ | √ | √ |   |
| 4. Class Participation   | 10%         | √  | √ |   | √ |   | √ |
| Total  | 100%        |  |   |   |   |   |   |

**Remarks: Students are required to pass all three activities in order to pass this subject.**

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

**Learning Activity 1:**

**Global English and the role of English in modern society**

The assessment will be a group project that demonstrates students' understanding of the topics related to Global English and the study of the English language. Students will plan, design and produce an 8-minute educational TV programme on a topic related to English in the contemporary society and submit a written academic report. The topic can be on any area of English language study in the global, contemporary world, such as the analysis of a linguistic feature (e.g., code-mixing in communication), the description and/or analysis of a linguistic phenomenon from a sociolinguistic point of view (e.g., any influence of Hong Kong children's English by English-speaking domestic helpers), the description and/or analysis of the current English language use (e.g., English used in the Hong Kong tourist industry), and the analysis of how the English language is learned and assessed (e.g., English Language tests, English language centres at universities).

**Learning Activity 2**

**Global Chinese and the study of Chinese language**

The assessment will mainly be based on students' performance in their initial attempt of academic paper writing and group discussion during seminars. The academic paper can be on any small topic within the area of Chinese language study, such as the analysis of a linguistic feature (e.g. the feature of the so-called "lazy pronunciation" of the younger generation), the description and/or analysis of a linguistic phenomenon from a sociolinguistic point of view (e.g. the attitude of Hong Kong people towards the use of Simplified Chinese Characters in the Hong Kong context), the description and/or analysis of the current language situation where Chinese is part of it (e.g. the globalisation of the Chinese language), etc. Students can apply different research methods and will be given instruction on the norms of academic writing, with a view to helping them gain some basic knowledge in conducting linguistic research.

|  |   |          |        |  |           |  |         |                              |
|--|---|----------|--------|--|-----------|--|---------|------------------------------|
|  | <p><b><u>Learning Activity 3</u></b><br/> <b>Chinese culture and globalisation</b><br/> For an activity that combines lecture with discussion, seminar activities, and self-study, reflective writing is the best medium through which students can build a picture of values and practices in China’s evolving process, and ways in which they might create cultural cohesion in the past, present and future. During the seminar, students will brainstorm to identify values and practices, then describe and analyse the local, national and global significance and change over time. A short reflective journal on one key value or practice will allow students to put to use, as far as they can, resources and frameworks for studying China’s culture and history contributing equally to learning outcomes.</p> <p><b><u>Participation</u></b><br/> For example, MC, short questions, would be given during the lectures to challenge students regarding any aspects of their subject knowledge.</p> <p><b><u>Addition: Online Tutorial on Academic Integrity</u></b><br/> To help students understand the importance of academic honesty and learn ways to ensure that their work and behaviour at PolyU are acceptable in this regard, the Online Tutorial on Academic Integrity is included in this subject. Students will need to complete the Tutorial by Week 10. <u>The Online Tutorial is part of the subject completion requirement. Students who fail to complete the Online Tutorial will fail this subject.</u> Also, students will receive a fail grade for the subject if they are found dishonest.</p> <p>The Online Tutorial can be accessed on LEARN@PolyU (理學網). It takes approximately two hours to complete. Reference can be made to <i>Online Tutorial on Academic Integrity: A Student Guide</i> (<a href="http://edc.polyu.edu.hk/PSP/SG_Tutorial.pdf">http://edc.polyu.edu.hk/PSP/SG_Tutorial.pdf</a>). Detailed instructions are available in the Online Tutorial.</p> <p><b><u>Assignment Schedule</u></b></p> <table border="1" data-bbox="448 1272 1302 1592"> <tr> <td>Week 1</td> <td>Introduction to the Online Tutorial, the completion requirements and the assignment schedule</td> </tr> <tr> <td>Weeks 1-9</td> <td>Completion of the Online Tutorial <ul style="list-style-type: none"> <li>• Attempting the pre-test</li> <li>• Learning from the modules and exercises</li> <li>• Completing the post-test and obtain a satisfactory score (over 75%)</li> <li>• Submitting the Honour Declaration</li> </ul> </td> </tr> <tr> <td>Week 10</td> <td>Tutorial completion due date</td> </tr> </table> |          | Week 1 | Introduction to the Online Tutorial, the completion requirements and the assignment schedule | Weeks 1-9 | Completion of the Online Tutorial <ul style="list-style-type: none"> <li>• Attempting the pre-test</li> <li>• Learning from the modules and exercises</li> <li>• Completing the post-test and obtain a satisfactory score (over 75%)</li> <li>• Submitting the Honour Declaration</li> </ul> | Week 10 | Tutorial completion due date |
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| Week 10  | Tutorial completion due date  |          |        |  |           |  |         |                              |
| <b>Student Study Effort Expected (For details, please refer to the proposal)</b> | Class contact: (lectures and seminars)  | 39 Hrs.  |        |  |           |  |         |                              |
|  | Other student study effort: (including 12 hrs of data collection, 30 hrs for group discussion and 42 hrs self-studying)   | 84 Hrs.  |        |  |           |  |         |                              |
|  | Total student study effort  | 123 Hrs. |        |  |           |  |         |                              |
| <b>Reading List and References</b>   | <p><b><u>Reading List</u></b><br/> <u>Learning Activity 1 (Global English and the role of English in modern society)</u><br/> Galloway, N. &amp; Rose, H. (2015). <i>Introducing global Englishes</i>. Arbingdon, UK: Routledge.<br/> Graddol, D. (2006). <i>English next: Why global English may mean the end of ‘English as a foreign language’</i>. London: British Council.</p>   |          |        |  |           |  |         |                              |

Learning Activity 2 (Global Chinese and the study of Chinese language)

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Learning Activity 3 (Chinese culture and globalisation)

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Yan, G. & Santos, C. A. (2009). “ ‘China, forever’: Tourism discourse and self-Orientalism,” *Annals of Tourism Research*, Volume 36, Issue 2, 295-315.

Duara, P. (2015). *The crisis of global modernity: Asian traditions and a sustainable future*. Cambridge: Cambridge University Press. Chapter 4 and 5.

**Reference List**

Learning Activity 1 (Global English and the role of English in modern society)

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Gil, J. (2011). A comparison of the global status of English and Chinese: towards a new global language? *English Today*, 27(1), 52-59.

Mauranen, A. & Ranta, E. (eds.). (2009). *English as a lingua franca*. Cambridge: Cambridge Scholars Publishing.

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Ostler, N. (2005). *Empires of the word: A language history of the world*. London: HarperCollins.

Tam, K.L. and Weiss, T. (eds.) (2004). *English and globalisation: Perspectives from Hong Kong and Mainland China*. Hong Kong: Chinese University Press.

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Bradley, D. (1992). Chinese as a pluricentric language, in M. Clyne (ed.), *Pluricentric Languages: Differing Norms in Different Nations*, p. 305–24. Berlin: Mouton de Gruyter.

Chan, S.D. (To appear). Cantonese and Putonghua in the Chinese Territories. In Leitner, G., H. Wolf & A. Hashim (Eds.) *Communicating with Asia*. Cambridge University Press.

Chen, P. (1999). *Modern Chinese: History and Sociolinguistics*. Cambridge: Cambridge University Press.

Ding, S. (2008). *The dragon’s hidden wings: how China rises with its soft power*. Lanham: Lexington Books.

Matthews, S. & Yip, V. (2011) *Cantonese: A Comprehensive Grammar*. London; New York: Routledge.

Norman, Jerry (1988), *Chinese*, Cambridge: Cambridge University Press.

石定栩、邵敬敏、朱志瑜。(2006)《港式中文與標準漢語的比較》，香港：香港教育圖書公司。

徐時儀。(2004)“漢語拼音化和漢字改革的反思”，<http://www.yywzw.com/stw/stw6-013.htm>。

陳瑞端。(2014)“香港社會語言文字應用及變化”，《中國語言生活狀況報告 2013》，北京：商務印書館。頁295-302。

陳瑞端。(2012)“香港教育領域的兩文三語應用狀況”，《中國語言生活狀況報告 2012》，北京：商務印書館。頁369-381。

教育部語言文字信息管理司組編。(2011)“漢語國際傳播狀況”，《中國語言生活狀況報告 2011》，北京：商務印書館。頁91-97。

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