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HUMA1000A Cultures and Values: Language, Communication, and Society SPRING 2020 Course Outline (*Subject to changes*)

Lecturing faculty:

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Writing workshop teaching faculty:

Language Instructors from Center for Language Education (CLE)

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Course Description:

When we study human language, we are approaching what some might call the “human essence,” the distinctive qualities of mind that are, so far as we know, unique to man.

- Noam Chomsky

Languages are considered complex repositories of cultures, where meanings are created and articulated, verbally and non-verbally, about the artefacts, norms, beliefs, and values of cultures¹. Language use, an integral part of human communication, mirrors the inextricably entangled psychological, social, and cultural facets of human cognition and interaction. Building upon a fundamental exploration of the nature of human languages, this course will delve into the closely interlinked notions of *language, communication and society* as manifested in our daily life, in the context of globalization and increasing border-crossing and intercultural exchanges. Through a lingua-cultural lens, we will probe a range of issues rooted in language and culture: language and thought; identities, self and ‘othering’; cultural diversity in verbal and nonverbal communication; language, gender and sexuality; popular culture and global cultural flow; language and power; globalization and language planning and policy in different cultural contexts. Through discussions of such, the course aims to cultivate an appreciation and respect for linguistic and cultural diversity, communicative sensitivity, and social equality.

Course highlights:

- 3-credit HUMA common core course with no exam but one essay, Canvas online peer discussion, and one quiz.

¹ See, for instance, Sorrells, K., 2016.

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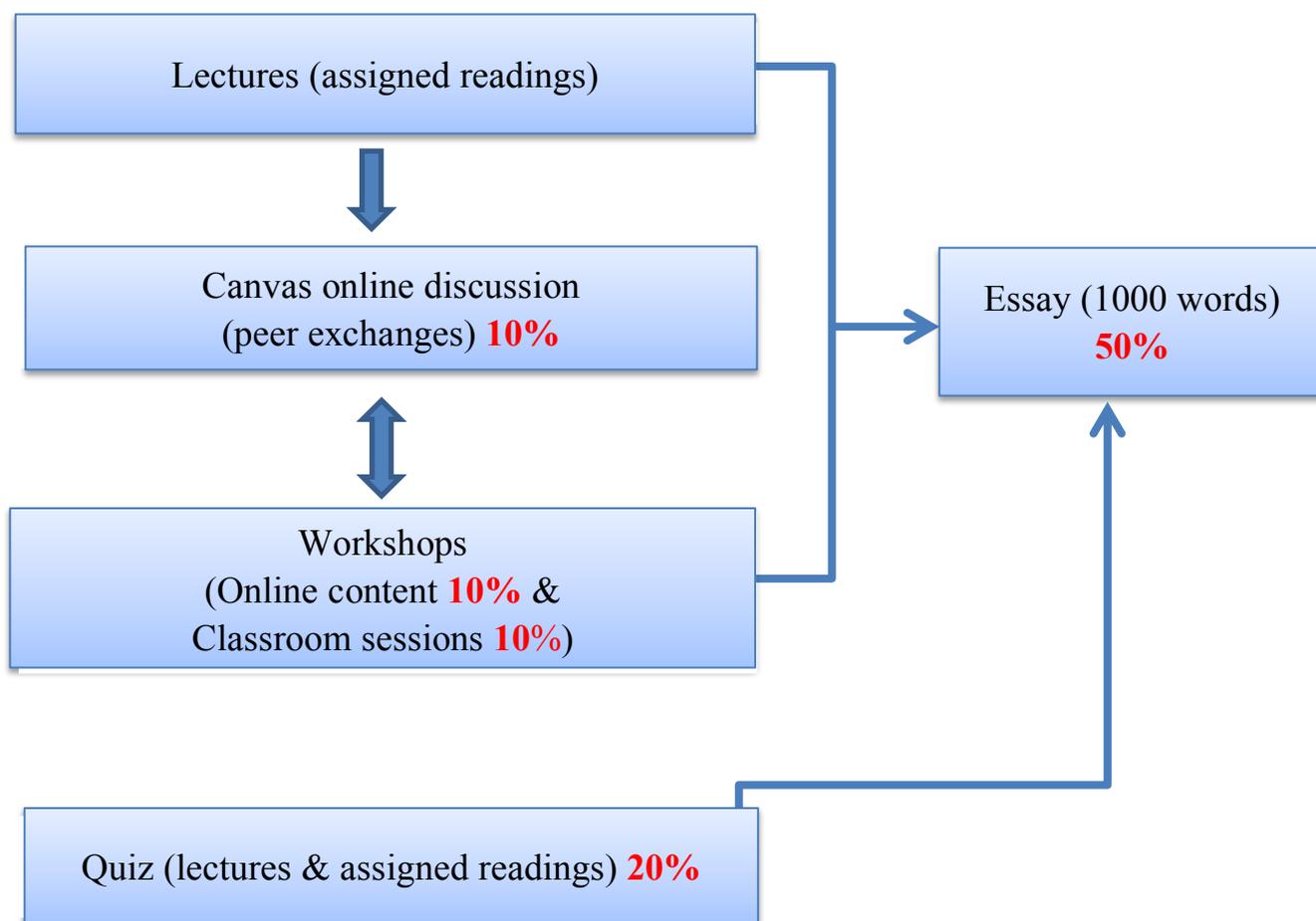
- Learn how to convince others in writing.
- Learn more about three specific values: language, communication and society.

The objectives of the course are two-fold:

- (1) For communicative capacity building through humanities knowledge and
- (2) For enrichment of values and perspectives corresponding to the mission and vision of UST.

The course encompasses three *interrelated* strands of learning:

- a) Lectures on specific humanities perspective and values;
- b) Writing workshops to sharpen communication skills for the essay; and
- c) Canvas online discussion for exchange and comments among peers on lectures and essays.



Assessment:

1	In-class quiz	Multiple choice questions	20%
2		➤ Peer exchange forum on questions and issues pertinent to lectures & weekly readings;	10%

	Canvas online discussion	<ul style="list-style-type: none"> ➤ Three deadlines over the process of the discussion; topics given by each would be closed afterwards – see “Rubric for Canvas Peer Exchanges” for details. 	
3(a)	Writing workshops – online content (Canvas)	<ul style="list-style-type: none"> ➤ Viewing online content and completion of all tasks embedded in the online content. 	10%
3(b)	Writing workshop – classroom sessions	<ul style="list-style-type: none"> ➤ Attending all five writing workshops on time. Attendance: Any absence will be penalized if without justifiable proof(s). Poor attendance will affect your final grade for the course. Punctuality: You will be marked absent if late for more than 15 minutes. ➤ Contribution to discussion, completion of homework (including first draft of term essay), peer comments on group-mates’ essays. 	10%
4	Term essay (including revision efforts)	<ul style="list-style-type: none"> ➤ Write a persuasive essay of 1000 words, ➤ Which is revised at least once; ➤ Show evidence of response to feedback on your first draft. 	50%

What students are expected to do:

Assigned readings for lectures: There are assigned readings for the lectures on the three values. Students must read them in order to follow the lectures. The in-class quiz will test their comprehension of these readings and the lecture contents.

Participating in lectures and the quiz: Lectures will introduce to students the basic concepts and theories regarding the three values: Language, Communication and Society. Students are expected to do the assigned readings, follow the lectures closely, and participate in activities during the lectures. They will need to connect what they learn in the lectures with what they do in the online discussion forum, the writing workshops, and the essay writing. This connection is graded. There is one quiz to assess how much they have acquired from the assigned readings and the lectures.

Participating in the Writing Workshops: The Writing Workshops will be presented in two strands: online and classroom.

The online strand consists of four blocks of material, each of which contains tasks to check that you have understood the content. These blocks have been designed to

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prepare you for the five classroom workshops, held in alternate weeks. If you do not complete the online part of each workshop, you will not be prepared for the classroom part of the workshop and you will not gain the maximum benefit from your time in the classroom.

So long as you work through the online strand of the workshop before you attend the classroom session, you can do the online work whenever and wherever you like. A detailed schedule of the classroom workshops is available on Canvas. The writing workshop part of HUMA1000 has been completely redesigned by a team from the Center for Language Education, the Division of Humanities and CEI, the University's specialist center for teaching and learning. Both the online and the classroom strands of the workshops have been designed to help you write a good academic persuasive essay in response to one of the essay prompts given by the member of HUMA faculty in charge of your lectures. You will need to make use of what you have learned from lectures and assigned readings in the writing workshops.

Full details of how to follow this part of the course will be given in the orientation tutorial in week 1 or 2 of the Spring Term.

Since this is not an English language course, your English proficiency alone will not determine how well you do in this course. However, poor English proficiency may affect your performance because you will be assessed on the ideas and the argument in your essay. Your English proficiency affects how well you can express these ideas and construct an argument. If you are a first year student from Hong Kong and you obtained only a level 3 pass at HKDSE or a level 4 pass with any sub-score lower than 4, our experience suggests you will find it difficult to do well in the course at the moment. We recommend that you wait and take HUMA 1000 after you have completed and passed LANG 1002 and LANG 1003 with at least a grade C-. Further information about the level of English proficiency you need to do well in the course is available on Canvas.

HUMA1000 是一門人文學課程，而不是英語語言課程，因此，你的英語語言水平並不能單獨決定你在這門課程的表現。然而，薄弱的英語能力卻會影響你的表現，因為課程將依據你在論文寫作中所表達的思想和論點來進行測評。你的英語語言水平則會對你在表達觀點和構建論據方面產生影響。如果你是香港本地的一年級學生，同時你在香港中學文憑考試(HKDSE)只達到 3 級，或者達到 4 級卻有任何一卷低於 4 級，根據以往經驗，在現階段修讀 HUMA1000 對你而言會有一定難度。我們建議你在完成並以至少 C-的成績通過 LANG 1002 和 LANG 1003 兩門課程以後再開始修讀

HUMA1000。其他與修讀 HUMA1000 相關的英語語言水平的進一步資料已上載至 Canvas 以供參考。

Canvas online discussion: Students will take part in online discussion forum on Canvas to exchange among their peers any feelings, ideas, and thoughts, in response to questions about the lectures and assigned readings as posted by the faculty. Questions are open-ended and there is no model answer to look for. The purposes are to exchange ideas, listen to others, and learn from each other.

Term essay: Each student will choose an essay topic from those prescribed and write a persuasive essay of around 1000 words in academic English. Students need to show in their essays that they have made use of what they have learned from the lectures and assigned readings. The first draft must be submitted on time by a prescribed deadline to ensure that students can receive timely feedback from their language instructor and be assessed on their efforts in the process of writing the essay. The final version of the essay must show evidence of revision in response to feedback from the language instructor. Essays must be submitted through the Canvas course site, which will be checked automatically through Turnitin both online and among peers. Please note that there is a policy on late submission.

Further rubrics and guidelines about the class assessments and activities can be found in the course site on Canvas.

Intended Learning Outcomes (ILOs)

This course has defined “language and culture” as the specific aspect of **humanities perspective** to form the contents of the Intended Learning Outcomes (ILOs). Within this framework, three basic values will be explored: Language, Communication and Society.

- ILO#1: Communicate in writing persuasively and effectively.
- ILO#2: Demonstrate a **humanities perspective** in communication.
- ILO#3: Question assertions related to humanities, especially culture and values.
- ILO#4: Show appreciation of different views and contribute to constructive feedback.
- ILO#5: Apply existing empirical and logical skills to make independent judgments about personal values and priorities.
- ILO#6: Appreciate the complexity of: Language, Communication and Society

Course Schedule and Readings

(Lecture content and readings are subject to changes)

Week 1 – February 10, 2020

Course Introduction: Overview of the course and topics to be covered, with brief mention of the issues, activities, and expectations.

Required Readings:

Martin, J. N. & Nakayama, T. K. (2018). *Intercultural Communication in Contexts* (7th ed.). New York: McGraw-Hill, Chapter 3.

Week 2 – February 17, 2020

Language as human value: Nature and psychology of human language; language and the brain, and language acquisition.

Required Readings:

Jo Napoli, D & Lee-Schoenfeld, V. (2010) “How do we acquire language?”, “Do animals have language?” in *Language Matters: A Guide to Everyday Questions about Language*, pp. 3-19, 75-90. Oxford: Oxford University Press.

Supplementary Readings:

Fromkin V., Rodman, R. & Hyams, N. (2018). “Brain and the language,” pp. 446-456, and “Language and brain development,” pp. 459-464, in *An Introduction to Language* (11th ed.). Boston, MA: Wadsworth Publishing.

Week 3 – February 24, 2020

Language as human value: Language and thought; language and power.

Required Readings:

Deutscher, G. (August 2010). Does your language shape how you think? *The New York Times*. Retrieved from:

http://www.nytimes.com/2010/08/29/magazine/29language-t.html?_r=0

George Orwell (1949). “The Principles of Newspeak,” Appendix of *Nineteen Eighty-Four*. Retrieved from: http://orwell.ru/library/novels/1984/english/en_app

Supplementary Readings:

Mooney, A. & Evans, B. (2015). *Language, Society, and Power: An Introduction* (5th ed.). New York, NY: Routledge, pp. 26-41.

Week 4 – March 2, 2020

Language as human value: Language, culture, and identity.

Required Readings:

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Jackson, J. (2019). *Introducing Language and Intercultural Communication* (2nd ed.).
New York, NY: Routledge. Chapter on language and identity (till 'Sexual identity').

In-class Viewing (Selections):

Persepolis, dir. Vincent Paronnaud, & Marjane Satrapi, 2007.

Supplementary Readings:

Jackson, J. (2019). *Introducing Language and Intercultural Communication* (2nd ed.).
New York, NY: Routledge. The rest of the Chapter on language and identity.

Piller, I. (2017). "Nation and culture." In *Intercultural Communication: A Critical Introduction*. Edinburgh: Edinburgh University Press, pp. 54-69.

[Week 5 – March 9, 2020](#)

Communication: Cultural variations of communication styles, speech functions, and politeness.

Required Readings:

Zhu, H. (2014). "What are culture-specific ways of communication and why?" In *Exploring Intercultural Communication: Language in Action*. New York, NY: Routledge, pp. 95-110.

Supplementary Readings:

Yum, J. O. (2015). The impact of Confucianism on interpersonal relationships and communication patterns in East Asia. In Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (eds.), *Intercultural Communication: A Reader* (14th ed.), pp. 110 - 120. Boston, MA: Cengage learning.

Supplementary viewing:

The Joy Luck Club, dir. Wayne Wang, 1993.

[Week 6 – March 16, 2020](#)

Communication: Nonverbal codes across cultures; messages of body language, emotion, time, and space.

Required Readings:

Hall, E. T., & Hall, M. R. ([1971], 2016). The sounds of silence. In Ferraro, G. (ed.), *Classic Readings in Cultural Anthropology* (4th ed.), pp. 27-35. New York, NY: Anchor.

In-class Viewing:

A World of Differences

Supplementary Readings:

Moore, N., Hickson, M. & Stacks, D. M. (2014). Foundations of nonverbal communication. In *Nonverbal Communication: Studies and Applications* (6th ed.), pp. 3-32. Oxford: Oxford University Press.

[Week 7 – March 23, 2020](#)

Communication: Media, popular culture, and intercultural communication.

Required Readings:

Lin, A. (2014). Hip-hop heteroglossia as practice, pleasure, and public pedagogy: Translanguaging in the lyrical poetics of “24 Herbs” in Hong Kong. In Blackledge, A., & Creese, A. (eds.), *Heteroglossia as Practice and Pedagogy*. Dordrecht, Heidelberg: Springer. Chapter 7.

[Week 8 – March 30, 2020](#)

Society (Sociolinguistics and equality): Language, gender and sexuality.

Required Readings:

Tannen, D. (1990). “Put down that paper and talk to me!”: Rapport talk and report talk. In *You just Don't Understand: Women and Men in Conversation*. New York: Ballantine. Chapter 3.

Cameron, D. (2007). “Myths and why they matter.” In *The Myth of Mars and Venus*. Chapter 1. New York: Oxford University Press Inc.

Supplementary Readings:

Salzmann, Z., Stanlaw, J., & Adachi, N. (2017). “Language, identity, and ideology I: Variations in gender”. In *Language, Culture, and Society (7th ed.)*, pp. 257-288. Boulder CO: Westview Press.

Supplementary viewing:

Bend it like Beckham, dir. Gurinder Chadha, 2002.

[Week 9 – April 6, 2020](#)

Society (Sociolinguistics and equality): Myths of globalization and linguistic hegemony.

Required Readings:

Li, D. C. S. (2013). Linguistic hegemony or linguistic capital? Internationalization and English-medium instruction at the Chinese University of Hong Kong. In Doiz, A., Lasagabaster, D., & Sierra, J. M. (eds.), *English-Medium Instruction at Universities: Global Challenges*. Multilingual Matters. Chapter 4.

[Week 10 – April 13, 2020](#)

NO lecture – Easter Monday.

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[Week 11 – April 20, 2020](#)

Society (Sociolinguistics and equality): National identity and language policy – the case of China.

Required Readings:

Simpson, A. (2007). *Language and National Identity in Asia*. Chapter on China by Ping Chen. Oxford: Oxford University Press.

[Week 12 – April 27, 2020](#)

Society (Sociolinguistics and equality): Culture, identity and language policy: The case of Singapore.

Required Readings:

Chew, P. G. L. (2015). From multilingualism to monolingualism: Linguistic management in Singapore. In Sung, K. and Spolsky, B. (eds.), *Conditions for English Language Teaching and Learning in Asia* (pp. 1-16). Cambridge: Cambridge University Press.

[Week 13 – May 4, 2020](#)

Quiz

Supplementary resources if you are interested to explore further:

Crystal, D. (2010). *The Cambridge Encyclopedia of Language* (3rd ed.). Cambridge: Cambridge University Press.

Eckert, P. & McConnell-Ginet, S. (2013). *Language and Gender* (2nd ed.). Cambridge: Cambridge University Press.

Friederici, A. D. (2017). *Language in Our Brain: The Origins of a Uniquely Human Capacity*. Cambridge, MA: The MIT Press.

Martin, J. N. & Nakayama, T. K. (2018). *Intercultural Communication in Contexts* (7th ed.). New York, NY: McGraw Hall.

Sorrells, K. (2016). *Intercultural Communication: Globalization and Social Justice* (2nd ed.). Thousand Oaks, CA: Sage.

Tsui, A. B. M. & Tollefson, J. W. (2007). *Language Policy, Culture, and Identity in Asian Contexts* (ed.). Lawrence Erlbaum Associates.

Yule, G. (2016). *The Study of Language* (6th ed.). Cambridge: Cambridge University Press.