1 Feb 2024

HUMA1000A Cultures and Values: Language, Communication, and Society
SPRING 2024 Course Outline (*Subject to changes*)

Lecturing faculty:
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Writing workshop teaching faculty:
Language Instructors from CLE: https://cle.hkust.edu.hk/about/staff
Canvas online discussion coordinators:
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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 cultures[1]. 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 language, 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 two lecture quizzes.
- Learn how to convince others in writing.
- Learn more about three specific values: language, communication and society.
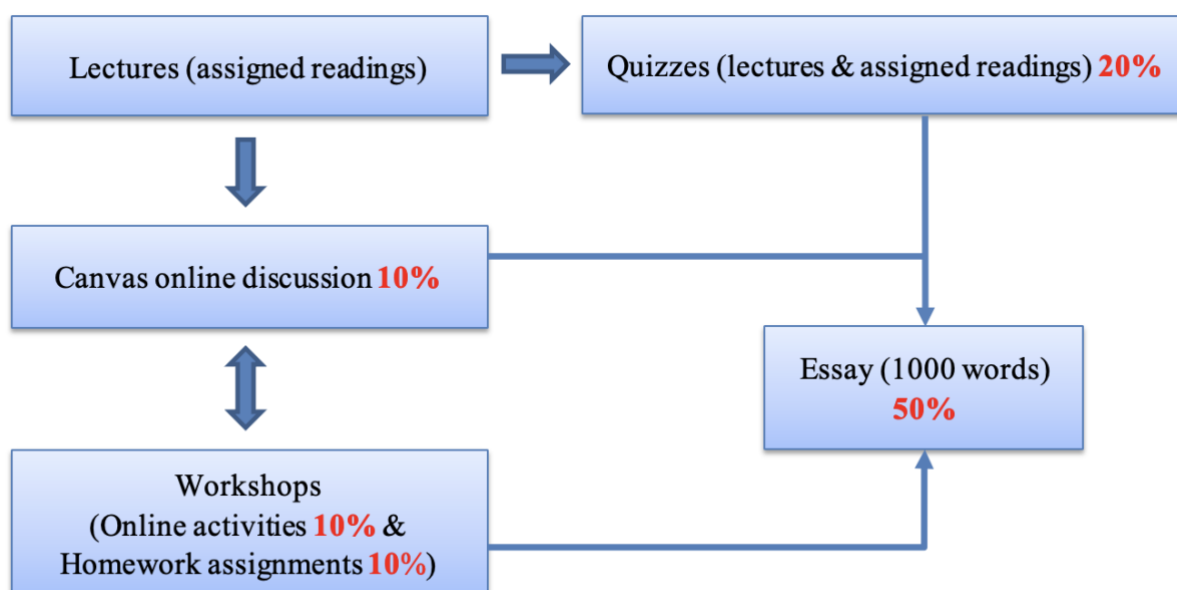
The objectives of the course are two-fold:

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[1] See, for instance, Sorrells, K., 2020.

(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	Lecture quiz	• Multiple choice questions	20%
2	Canvas online discussion	• Peer exchange forum on questions and issues pertinent to lectures & weekly readings; • Three deadlines over the process of the discussion; topics given by each would be closed afterwards – see "Grade Scheme for Canvas Discussion" for details.	10%
3(a)	Writing workshops: Online activities	• View online content and complete all quizzes on Canvas;	10%
3(b)	Writing workshops: Classroom sessions	• Attend all five writing workshops on time. **Attendance:** Absence will be penalized if without justifications. Poor attendance will affect your final grade for the course.	10%

		Punctuality: You will be marked absent if late for more than 15 minutes. • Complete all homework assignments on Canvas, including the draft essay.	
4	Essay (including revision efforts)	• Write a persuasive essay of 1000 words; • Which is revised at least once; • Which shows 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 should read them in order to follow the lectures. The lecture quizzes will test their comprehension of these readings and the lecture contents.

Participating in lectures and the quizzes: 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 are two quizzes to assess how much they have acquired from the assigned readings and the lectures.

_The Writing Workshop_s: The Writing Workshops will be presented in two strands: online activities and classroom workshops. 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 prepare you for the five classroom writing 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 the online discussions you have with your teacher.

So long as you work through the online activities of the workshop _before_ you take part in the classroom workshop with your teacher at the scheduled workshop time, 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 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 the course structure and assessment will be given in the course orientation.

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.

Policy on use of GenAI:
For our course assignments, including Workshop Homework, Final Essay and Canvas Online Discussion, we would adopt the policy of '***restrict ways of using generative AI tools for assessment'***: Generative AI may be used to find and evaluate sources of information, but must not be used to compose the essay or cited in the text or as an author of the text.

Please be reminded that the academic integrity policies and regulations remain unchanged.

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 *(Subject to changes)*

(Note: Lecture attendance will be taken randomly **three time** in a form of in-class activity, e.g., through iPRS. There will be 1 point awarded for each and in total 3 points.)

Week 1 – **NO lecture**

Week 2 – February 5, 2024
Course Introduction: Overview of the course and topics to be covered, with a brief mention of the issues, activities, and expectations.

Week 3 – February 12, 2024
NO lecture – Lunar New Year.

Week 4 – February 19, 2024
Language being 'Human': Nature and psychology of human language.
Required Readings:
Harley, T. A. (2014). *The psychology of language: From data to theory* (4ᵗʰ ed.), pp. 51-80. Hove, East Sussex: Psychology Press.
Supplementary 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.

Week 5 – February 26, 2024
Language being symbolic and representational: 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. (2019). Language, Society, and Power: An Introduction (5th ed.). New York, NY: Routledge, Chapter 2.

Week 6 – March 4, 2024

Language and belonging: Language, culture, and identity.

Required Readings:

Jackson, J. (2024). *Introducing Language and Intercultural Communication (3rd ed.)*. New York, NY: Routledge. Chapter 5 on Identity and Belonging.

In-class Viewing (Selections):

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

Supplementary Readings:

Baxter, J. (2016). Positioning language and identity: Poststructuralist perspectives. In Preece, S. (ed), *The Routledge Handbook of Language and Identity*. New York, NY: Routledge, pp. 34-49.

Week 7 – March 11, 2024

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

Required Readings:

Zhu, H. (2019). "What are culture-specific ways of communication and why?" In *Exploring Intercultural Communication: Language in Action (2nd ed.)*. New York, NY: Routledge, pp. 103-119.

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 8 – March 18, 2024

Language and social justice: Language, gender and sexuality.

Required Readings:

Jones, L. (2016). Language and gender identities. In Preece, S. (ed.), *The Routledge Handbook of Language and Identity*, Chapter 13. New York: Routledge.

Supplementary Readings:

Tannen, D. ([1990]/2016). Rapport talk and report talk. In Ferraro, G. (ed.), *Classic Readings in Cultural Anthropology (4th ed.)*, pp. 21-26. New York, NY: Anchor.

Supplementary viewing:

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

Week 9 – March 25, 2024

Lecture Quiz I

Week 10 – April 8, 2024

Communication in a global context: Media, popular culture, and intercultural communication.

Required Readings:

Zhu, H. & Li, W. (2020). Translanguaging, identity, and migration. In Jackson, J. (ed.), *The Routledge Handbook of Language and Intercultural Communication* (2nd ed.), pp. 234 – 248. Routledge.

Supplementary 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.

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 11 – April 15, 2024

Language and society: 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.

Supplementary Readings:

Siemund, P. & Li, L. (2021). Multilingualism and language policy in Singapore. In Henning Klöter, H. & Saarela, M. S. (eds.) *Language Diversity in the Sinophone World*. London: Routledge, pp. 205-228.

Week 12 – April 22, 2024

Language and society: Linguistic landscape in global cities.

Required Readings:

Jaworski, A. & Yeung, S. (2010). Life in the garden of Eden: The naming and imagery of residential Hong Kong. In Shohamy, E., Ben-Rafael, E., & Barni, M. (eds.), *Linguistic Landscape in the City*. Multilingual Matters. Chapter 9.

Week 13 – April 29, 2024

Language and society: Culture, identity, and language policy in Hong Kong

Required Readings:

Li, D. C. S. (2017). Towards 'Biliteracy and Trilingualism' in Hong Kong (SAR): Problems, dilemmas, and stakeholders' views. In *Multilingual Hong Kong: Languages, Literacies and Identities (pp. 179-202)*. Cham, Switzerland: Springer.

Supplementary Readings:

Loh, E. K. Y., Tam, L. C. W., & Lau, K. (2019). Moving between language frontiers: The challenges of the medium of instruction policy for Chinese as a second language. *Language Policy*, 18, 131-153. https://doi.org/10.1007/s10993-018-9465-7

Week 14 – May 6, 2024

Lecture Quiz II

Supplementary resources if you are interested to explore further:

Crystal, D. (2010). *The Cambridge Encyclopaedia 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.

Marian, V. (2023). *The power of language: How the codes we use to think, speak, and live transform our minds*. Penguin Publishing Group.

Martin, J. N. & Nakayama, T. K. (2021). *Intercultural Communication in Contexts (8th ed.)*. New York, NY: McGraw Hall.

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Salzmann, Z., Stanlaw, J., & Adachi, N. (2018). *Language, Culture, and Society (7th ed.),*. Boulder CO: Westview Press.

Sorrells, K. (2020). *Intercultural Communication: Globalization and Social Justice (3rd ed.).* Thousand Oaks, CA: Sage.

Yule, G. (2023). *The Study of Language (8th ed.)*. Cambridge: Cambridge University Press.