



COURSE SYLLABUS
2nd Semester Academic Year 2023

1. Faculty of Humanities

Department of Foreign Languages

2. Course code: 01355108

Course name: English and Culture through Songs

Total credits: 3(3-0-6)

3. Instructor(s): _____ Section: _____ Day and Time: _____
Instructor's office hours/ Email contacts: _____

4. Program Learning Outcomes

Program Learning Outcomes (PLOs) and Learning Levels (Bloom's Taxonomy) (Based on TQF2)

PLOs for this course 01355108	Learning Level (Bloom's Taxonomy)
1. Graduates have work ethics, are punctual and have work responsibility without breaching academic ethics, and are able to apply the knowledge of English for their own and social benefits.	- Applying
2. Graduates are equipped with in-depth knowledge of English, covering four skills, and demonstrate mastery of the English language and culture, which are crucial factors in pursuing careers related to the English language.	- Analyzing
3. Graduates are able to effectively apply the knowledge of English gained from their study to promote critical thinking and systematic problem solving.	- Evaluating
4. Students are able to effectively apply their knowledge of the English language to work collaboratively with others. They demonstrate leadership qualities, understand their roles, and actively listen to the opinions of others. They are able to adapt to the diversity within the workplace and society.	- Applying
5. Graduates are able to analyze different types of English used in print and online media, use media technology to deliver presentations in a meeting and use digital technology to improve their English-related work process to increase work efficiency (digital literacy).	- Evaluating

5. Course Learning Outcomes (CLOs)

CLOs	After this course, students will be able to	Learning level	Promoting PLOs
CLO 1	Equipped with meaningful wider cultural knowledge and understanding of local, national, and global issues necessary for English language to be fully understood, as well as the interconnectedness and interdependency of different countries and cultures, and its implication for English users.	- Applying	PLO 2, 3, 4, 5
CLO 2	Relate the knowledge and understanding of intercultural communication and English language roles beyond the classrooms in contributing local, national, and global issues in range of topics such as cultural diversity, digital literacy, social justice & equity, global interdependence, sustainable development, peace & conflict resolutions.	- Analyzing	PLO 1, 2, 3, 4, 5
CLO 3	Develop a sense of belonging to a common humanity, sharing values and responsibility, an open attitude, empathy, solidarity, and respect for differences and diversity in English and culture.	- Applying	PLO 4
CLO 4	Develop understanding how English texts from different social, historical, and cultural contexts influence values, attitudes, and a sense of identity.	- Analyzing	PLO 2, 5
CLO 5	Develop Global Citizenship (GC) competencies (knowledge, skills, attitudes) required for acting effectively and responsibly at local, national, and global levels for a more sustainable world through the practice of critical English literacy.	- Creating	PLO 1, 2, 3, 4, 5
CLO 6	Develop skills for critical thinking and analysis, collaboration, communication, creativity, and problem-solving in English, required for working in multicultural professional contexts.	- Evaluating	PLO 1, 2, 3, 4, 5

6. Course description

Current issues in the roles of English language learners in developing Global Citizenship and Intercultural Competence for contribution to local and global issues based on a critical pedagogy lens. The study of English with reference to the cultural aspects of language; intercultural awareness; global citizenship, and understanding the cultures of native and non-native speakers through English songs. **This course aims to serve the world education policy: Sustainable Development Goals (SDGs 4.7),** striving for learners' preparation in 21st century beyond Literacy and Numeracy, announced by UNESCO in 2015 to generate '**Quality Education**' which entails '**equality**', '**inclusiveness**', and '**life-long-learning support**'. Important themes such as intercultural understanding, peace and conflict resolution, respect for diversities, and global interconnectedness will be focused, while entailing three core conceptual dimensions (knowledge, skills, attitudes) to help students co-exist in tolerance, inclusive, peaceful and sustainable world beyond English classrooms.

7. Course Outline

- Unit 1: Recognizing Cultural Identity and Diversity, and the World in English Language
- Unit 2: Media and Visual Literacy (*Verbal & Non-verbal communication*)
- Unit 3: Challenging Stereotypes, Peace & Conflicts
- Unit 4: Global Issues and Interdependence, Sustainable Development
- Unit 5: Put It Altogether- Exploring Values and Attitudes through English Language

8. Teaching Methods: Student-Centred Teaching Method(s)

The teaching methods of this course focus on learner-centred teaching techniques of:

- 8.1 Brainstorming and discussions
- 8.2 Lectures
- 8.3 Class activities including individual, pair and group works
- 8.4 Assignments/ Community-service Project

9. Teaching Aids / Materials

- 9.1 In-house textbook:
 - Rajani Na Ayuthaya, J. (2022). *English and Culture through Songs*.
 - Core unit readings (Units 1-4)
- 9.2 Online sources (VDO, Internet)
- 9.3 Computer, PowerPoint, Zoom
- 9.4 Guest speakers' Talk
- 9.5 Community-service activity (1 day)

10. Learning Assessment / Score distribution

	%	Course Learning Outcomes					
	100	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
10.1 Class Attendance / and Participation	15	/		/		/	
10.2 Assignments 1 & 2 (9 points + 6 points)	15	/	/	/			/
10.3 Reflective Journal	10	/	/				/
10.4 Community-Service Term Project Presentation	30	/	/		/	/	/
10.5 Quiz #1	15		/	/	/		/
10.6 Quiz #2	15		/	/	/		/
<i>Total</i>	100						

11. Evaluation: Application of group-based grading criteria

Note: Attendance

Students must attend a minimum of 80% of the class sessions in order to take the final examination. (no more than three absences in a 3 hour class, six in a 1.5 hour class, or nine in a 1 hour class) (3 lates = 1 absence)

12. Tentative Schedule

Weeks	Lessons/Contents	Language Focus	Intercultural Focus	Remark	Activities
1	Tue: Orientation & Course Introduction Thur: Song Analysis & Theory on tenses	- • Part of speech • S + V. Agreement			-lectures -discussion
2 GC lesson #1 (Group worksheet)	Tue: Song Analysis & Theory on tenses Thur: "Recognizing Cultural Identity & Diversity" (Part I)	• Present Simple • Present Continuous • Present Simple • Future "will/ going to"	- Big/Small C - Cultural identity - Respect diversity	"Identity Tag" Activity	-lectures -discussion -group work
3	Tue: Song Analysis & Theory on tenses Thur: "Recognizing Cultural Identity & Diversity" (Part II)	• Wish • Present Simple • Future "will"	- Respect diversity - Challenging Stereotypes		-lectures -discussion -group work - assignment
4	Tue: Song Analysis & Theory on tenses Thur: "Media and Visual Literacy" (verbal & non-verbal communication) (Part I)	• Past Simple • Present Perfect • Modal verbs	- Respect diversity - Media/Visual Literacy (verbal & non-verbal communication) - Challenging Stereotype		-lectures -discussion -group work
5 GC lesson #2 (Group Worksheet)	Tue: Song Analysis & Theory on tenses Thur: "Media and Visual Literacy" (verbal-communication & communication strategies) (Part II)	• Present Simple • Present Continuous • Gerund/ Infinitive	- Media/Visual Literacy (using communication strategies) - Challenging Stereotype	"Interrogating What You See" Activity	-lectures -brain storming -discussion
6	Tue: "Media and Visual Literacy" (verbal communication -social media manners) Thur: Song Analysis & Theory on tenses/"Challenging Stereotypes" (Part I)	• Past Simple • Present Perfect	- Media/Visual Literacy (verbal communication) - Challenging Stereotype		-lectures -discussion -group work - assignment
7 GC lesson #3 (ONLY Individual Worksheet)	Tue: Song Analysis & Theory on tenses/"Challenging Stereotypes" (Part II) Thur: Assign to watch VDO Minhui & do the worksheet	• Wish, If clause • Future: "will/to be going to"	- Challenging Stereotype	Assignment#1 (9 points) "Challenging Stereotypes with guest speaker"	-guest speaker/ Intercultural Day workshop -assignment
Midterm Examination Week 8					

9	<p>Tue: <i>Song Analysis & Theory on tenses</i></p> <p>Thur: <i>“Global Culture & Interdependence, Sustainable Development” (Part I)</i></p>	<ul style="list-style-type: none"> Mixed tenses Making questions 	<ul style="list-style-type: none"> -Global problems & Interdependence -Sustainable Development 	<p>Quiz #1 (15 points) 30 minutes</p>	<ul style="list-style-type: none"> -lectures -discussion -group work
10	<p>Tue: <i>Song Analysis & Theory on tenses</i></p> <p>Thur: <i>“Global Culture & Interdependence, Sustainable Development”</i></p>	<ul style="list-style-type: none"> Mixed tenses 	<ul style="list-style-type: none"> -Global problems & Interdependence -Sustainable Development 		<ul style="list-style-type: none"> -lectures -discussion -group work
11	<p>Tue: <i>Song Analysis & Theory on tenses</i></p> <p>Thur: <i>“Global Culture & Interdependence”, “Sustainable Development” (Part II)</i></p>	<ul style="list-style-type: none"> Mixed tenses 	<ul style="list-style-type: none"> -Global problems & Global Interdependence -Sustainable Development 		<ul style="list-style-type: none"> -lectures -discussion -group work
12	<p>Tue: <i>Song Analysis & Theory on tenses</i></p> <p>Thur: <i>“Global Culture & Interdependence”, “Sustainable Development” (Part III)</i></p> <p>GC lesson #4 (Group Worksheet)</p>	<ul style="list-style-type: none"> Mixed tenses 	<ul style="list-style-type: none"> -Global problems & Global Interdependence -Sustainable Development 	<p>Assignment#2 (6 points) “Consequence Wheel & Why-why-why” Activity</p>	<ul style="list-style-type: none"> -lectures -discussion -group work
13	<p>Tue: <i>Song Analysis & Theory on tenses</i></p> <p>Thur: <i>“Global Culture & Interdependence, Sustainable Development” (Part IV)</i></p>	<ul style="list-style-type: none"> Mixed tenses Direct & Indirect speech 	<ul style="list-style-type: none"> -Global problems & Global Interdependence -Sustainable Development 		<ul style="list-style-type: none"> -lectures -discussion -group work - assignment
14	<p>Tue: <i>“Exploring Values & Attitudes through English Language”(Part I)</i></p> <p>Thur: <i>Wrap-up</i></p>	<ul style="list-style-type: none"> Mixed tenses 	<ul style="list-style-type: none"> -Global problems & Global Interdependence -Sustainable Development 		<ul style="list-style-type: none"> -discussion -group work
15	<p>Tue: <i>Project Presentation & Feedback</i></p> <p>Thur: <i>Project Presentation & Feedback</i></p> <p>GC lesson # 5 (Put it altogether)</p>	<ul style="list-style-type: none"> Mixed tenses 	<ul style="list-style-type: none"> - Cultural Diversity - Conflicts & Peace - Global Interdependence -Global Issues & Sustainable Development - Media literacy 	<p>Term Project Submission After Presentation (Group)</p>	<ul style="list-style-type: none"> - group work - project presentation
16	<p>Tue: <i>Project Presentation & Feedback</i></p> <p>Thur: <i>Project Presentation & Feedback</i></p> <p>GC lesson # 5 (Put it altogether)</p>	<ul style="list-style-type: none"> Mixed tenses 	<ul style="list-style-type: none"> - Cultural Diversity - Conflicts & Peace - Global Interdependence -Global Issues & Sustainable Development - Media literacy 	<p>Term Project Submission After Presentation (Group) + Quiz #2 (15 points)</p>	<ul style="list-style-type: none"> - group work - project presentation
Final Examination Week					

Note: The contents and teaching hours could be adjusted to match the students’ proficiency and timeline of the semester.