

Module/Course Title: English Speaking Societies in Global Context					
Module/ course code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
SBI 61018	5 hours 40 minutes per week	2 CU x 1,5 = 3 ECTS	3rd	2 CU x 16 = 32	16 meetings
<b>1</b>	<b>Types of courses</b>  Compulsory coursework	<b>Contact hours</b>  2 CU x 50 minutes = 100 = 1 hour 40 minutes per week	<b>Independent study</b>  2 CU x 120 minutes = 240 minutes = 4 hours	<b>Class size</b>  30 students	
<b>2</b>	<b>Prerequisites for participation (if applicable)</b>  --				
<b>3</b>	<p><b>Learning outcomes (PLO + CLO)</b></p> <p><b>Course Description:</b> This course focuses on the societal knowledge of the major countries in which English is used as the first language by examining the historical and recent events that impact the current society.</p> <p><b>PLO:</b></p> <p><b>PLO 1</b> Graduates are expected to be able to play a role as creative industry players by using competence in the fields of language, literature and culture to produce innovative and competitive works.</p> <p><b>PLO 2</b> Graduates are expected to be able to act as research assistants, namely young scholars who have critical thinking to solve problems faced in society.</p> <p><b>PLO 3</b> Graduates are expected to be able to play a role as academicians, namely activists in the world of education who have intellectuality and professionalism.</p> <p><b>Intended Learning Outcomes:</b></p> <p><b>ILO 1</b> Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics.</p> <p><b>ILO 2</b> Students are able to uphold entrepreneurship values in cooperating with the society and environment.</p> <p><b>ILO 4</b> Students are able to analyze the development of linguistic, literary and cultural phenomena in the global and digital era.</p> <p><b>ILO 5</b> Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts.</p> <p><b>ILO 6</b> Students are able to use media and technology into their learning and research activities</p> <p><b>Course Learning Outcomes:</b> On completion of this course, the students will be able to:</p>				

	<ol style="list-style-type: none"> <li>1. Apply specific societal knowledge of the major countries in which English is used as a first language</li> <li>2. Summarize historical events and predict recent events that impact the current society</li> <li>3. Discuss societal events and placing them in the context of recent developments that may have a global impact</li> </ol>
<p><b>4</b></p>	<p><b>Subject aims/Content</b></p> <ol style="list-style-type: none"> <li> <p><b>1. Who are British People?: Britishness and National Identity (Week 1 - 2)</b>  This part of the course will focus on discussing the history of England and the United Kingdom as this is the starting point of the English-speaking world. The multicultural context of the U.K. will also be discussed in this unit.</p> </li> <li> <p><b>2. Society and Class System (Week 3)</b>  This unit will sketch the society and class system in Britain, the origin of the English class system and its development, the definition and classification of class, social mobility, language, education, cultural diversity, social stratification, and cultural issues in England, Scotland and Ireland.</p> </li> <li> <p><b>3. Monarchy and Parliament (Week 4)</b>  This unit extends the monarchy, the history of UK parliament, and the political events in the U.K.</p> </li> <li> <p><b>4. The Commonwealth (Week 5)</b>  This unit will be journaling about the member states of the Commonwealth, their interests, the head and language of the Commonwealth, and the Commonwealth games.</p> </li> <li> <p><b>5. Immigrants and Cultural Diversity in UK (Week 6)</b>  This unit explains the migration in the United Kingdom, describing multiculturalism in Britain, and identify problems with multicultural society.</p> </li> <li> <p><b>6. Subcultures, Sport and Music Culture in UK (Week 7)</b>  This unit will breakdown the urban sub culture, sports, and music in the UK.</p> </li> <li> <p><b>7. Who is Called Americans? (Week 8)</b>  This unit will examine the history of the USA as this has had a considerable impact on the political and cultural heritage of American society today. This unit will also discover the first settlers up to the modern melting pot society.</p> </li> <li> <p><b>8. Thanksgiving and Native Americans (Week 9)</b>  This unit will gather the facts about the native Americans and Thanksgiving ritual.</p> </li> <li> <p><b>9. North vs South: American Civil War and History of Slavery in America (Week 10)</b>  This unit will sketch on the American Civil War and the history of slavery in America.</p> </li> <li> <p><b>10. American Basic Values: Puritanism, American Dreams (Week 11)</b></p> </li> </ol>

	<p>This unit will illustrate the context of traditional values, racial ethnic, religious, and cultural diversity, individual freedom and self-reliance, equality of opportunity and competition, material wealth and hard work, the American dream, and puritanism.</p> <p><b>11. American Pop Culture: Hollywood (Week 12)</b> This unit discusses the American rituals, explains Americanization, and compares cowboys and gangsters.</p> <p><b>12. Who is called Australians? (Week 13)</b> This unit will illustrate the history, culture and the societies in Australia. Themes such as cultural diversity in Australia will also be discussed.</p> <p><b>13. Gold Rush, Australian Independence and Stolen Generations (Week 14)</b> This unit will examine on the gold rush, Australian Independence and stolen generation in Australia.</p>
5	<p><b>Teaching methods</b></p> <p>Lectures and discussions.</p>
6	<p><b>Assessment methods</b></p> <ol style="list-style-type: none"> <li>1. Class Participation To maximize the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary tasks but they are also expected to interact with peers and the topics as directed in class discussions and activities.</li> <li>2. Presentation 1 Presentation 1 is a test of the materials which have been covered in meeting 1 - 7 of the course. The students are asked to choose a topic related to the United Kingdom and create a social media post about the topic.</li> <li>3. Essay Essay is a test of the materials which have been covered in weeks 8 - 12 of the course. The students are asked to analyze an American movie, a TV show, commercials on TV, advertisements in newspaper or magazine or some current event in the news. They have to choose any aspect of life in the US and mention the American values.</li> <li>4. Presentation 2 Presentation 2 is a test of the materials which have been covered in weeks 13 - 14 of the course. The students are asked to create focused and indepth presentation about one particular topic related to the history and culture of Australia.</li> <li>5. Final Project Final Project is a test of the speaking skills which have been covered in weeks 1 - 14 of the course. The students are asked to give a presentation on the issues related to English speaking societies in global context.</li> </ol> <p><b>Assessment Summary:</b></p>

Assessment Task	Task Type	Due	Weighting
Attendance and class participation	Individual	Throughout the course	10%
Presentation 1	Group	Week 8	20 %
Essay	Individual	Week 13	25%
Presentation 2	Group	Week 15	20%
Final Project	Group	Week 16	25%
Note that attendance at lectures is compulsory.			
7	<b>This module/course is used in the following study programme/s as well</b> --		
8	<b>Teachers</b> Arcci Tusita, M.Hum., Melania Shinta Harendika, M.A., Rizki Nufiarni, M.A., Sri Utami Budi, M.A., Aris Siswanti, S.S., M.Pd.		
9	<b>Resources</b> <ol style="list-style-type: none"> <li>1. Bradbury, Malcolm and Howard Temperley, eds., 1998. <b>Introduction to American Studies</b>, 3<sup>rd</sup> edition. Addison Wesley Longman Inc., New York.</li> <li>2. Datesman, Maryanne Kearny, JoAnn Crandall, and Edward N. Kearny, 2005, <b>American Ways: An Introduction to American Culture</b>, 3<sup>rd</sup> edition, Pearson Education, 10 Bank Street, White Plains, NY 10606.</li> <li>3. Hollinger, David A. and Copper Charles, 2001. <b>The American Intellectual Tradition</b>, 4<sup>th</sup> edition, Oxford University Press, New York.</li> <li>4. Kahn, Joel S., 1995. “<b>Culture, Multiculturalism, and the (Post) Modern City</b>”, <b>Culture – Multiculture – Post culture</b>, Sage Publication Ltd., 6 Bonhill Street, London EC2A 4PU, p. 102 – 123.</li> <li>5. Morris, Willie, Frank Conroy, and Richard Hoffer, 1992. “<b>All Together Now: Popular Rituals in America</b>”, <b>Popular Culture</b>. Ed. Jack Nachbar and Kevin Lause, Bowling Green State University Popular Press, OH 43403.</li> <li>6. Norton, Mary Beth, et al, 1986. <b>A People and A Nation: A History of the United States</b>, 2<sup>nd</sup> edition, Houghton Mifflin Company, One Beacon Street, Boston, Massachusetts 0218.</li> <li>7. Spiller, Robert E. et al, 1974. <b>Literary History of the United States</b>, 4<sup>th</sup> edition, Macmillan Publishing Co. Inc, New York.</li> <li>8. Bolton, Kingsley and Olsson, Jan. 2010. <b>Media, Popular Culture, and the American Century</b>. National Library of Sweden, Stockholm.</li> <li>9. Barber N and Langley A. 1999. British History Encyclopedia: From Early Man to Present Day. Parragon.</li> <li>10. Eyre, R. (2004, March 20). What is Britishness? Richard Eyre scrutinizes his cultural DNA for clues. The Guardian, March 20, 2004. Retrieved September 10, 2006, From <a href="http://books.guardian.co.uk/review/story/">http://books.guardian.co.uk/review/story/</a></li> <li>11. Morley, D., &amp; Robins, K. (2001). Introduction: The national culture in its new global context. In D. Morley &amp; K. Robins (Eds.), <i>British cultural studies</i> (pp. 1-15). Oxford: OxfordUniversity Press.</li> <li>12. Shi, T. 2008. British National Identity in the 21st Century. <i>Intercultural Communication Studies XVII</i>: 1 2008</li> <li>13. Movies, documentaries, government reports, podcasts, media sources</li> </ol>		





**UNIVERSITAS BRAWIJAYA**  
**FACULTY OF CULTURAL STUDIES**  
**DEPARTMENT OF LANGUAGES AND LITERATURE**  
**STUDY PROGRAMME OF ENGLISH LITERATURE**

**STUDENT TASK GUIDELINE**

**COURSE:** English Speaking Societies in Global Context  
**CODE:** SBI 61018 CU 3/Semester 3  
**TEACHER** Team

**TASK FORM:**

Writing Project

**NAME OF TASK:**

Essay

**COURSE LEARNING OUTCOME:**

Applying specific societal knowledge of the major countries in which English is used as a first language

**DESCRIPTION**

It is important for the students to carry out an analysis on an American movie, a TV show, commercials on TV, advertisements in newspapers or magazine, or some current event in the news. By doing so, the students will be able to understand the American values represented in the movie/ ads.

**METHOD OF COMPLETION**

Write a short composition about some aspects of American culture.

1. Analyze an American movie, a TV show, commercials on TV, advertisements in newspapers or magazine, or some current event in the news.
2. Choose any aspect or life in the United States that you have observed.
3. Be sure to mention at least two or three of the six values: individual freedom, self-reliance, equality of opportunity, competition, material wealth, and hard work.
4. Discuss the following questions:
  - a. How are they presented?
  - b. What are the messages?
  - c. Who are the people in movie/ show/ commercial/ advertisement?
  - d. What do they represent?
  - e. Are there any hidden messages?

Organize your thoughts before you write.

1. Write your main ideas in the following steps:
  - a. an introduction:
    - begin your essay by defining what you mean
    - explore the historical context
  - b. two or three main ideas:
    - be sure to introduce each of your main points
    - provide evidence which supports the topic
    - provide analysis of evidence that fully supports the topic
    - provide discussion/analysis of all of the evidence and the historical context
  - c. a conclusion:
    - try to tie your conclusion to the introduction
    - provide a concluding paragraph which fully supports the topic
2. Write down the references

The followings are the examples of the topic. Do make your own topics.

1. Does Disney princesses (*mention the specific name when necessary*) have a positive or negative impact on young girls?

2. How does children's faith in superheroes (*mention the specific name when necessary*) influence their mentality?
3. Why did Michael Jackson become The King of Pop?
4. Definition essay: McDonaldisation
5. The representation of American history in .... (Mention the title of the movie/ads)
6. Superman: An American Pop Culture Icon

The format is as follows:

1. A4 paper size
2. All 3 cm margins
3. Times New Roman 12
4. 1,5 spaces
5. 2-3 pages

#### **OUTCOMES**

- a. Object: Essay on the aspect or life in the United States
- b. Outcome: 3-pages essay

#### **INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING**

The score is given based on the following rubric:

<p><b>ADDRESSING THE TOPIC</b></p> <p><b>Range from 0 to 10 points</b></p> <p>0-4 mentions the topic in a few words misses the point almost entirely</p> <p><b>5-6</b> mentions the topic and provides a few remarks about the topic</p> <p><b>7</b> addresses the main issues identified in the thesis statement</p> <p><b>8</b> fully addresses the main issues in the thesis statement and some secondary issues</p> <p><b>9</b> fully addresses the main issues, distinguish key points in secondary issues and provides some context for the points</p> <p><b>10</b> fully addresses the thesis statement including all the main issues, the secondary issues and explores the historical context and meaning over time</p>	<p><b>PROVIDES EVIDENCE</b></p> <p><b>Range from 0 to 10 points</b></p> <p><b>0-4</b> provides a few pieces of evidence</p> <p><b>5-6</b> provides evidence directly related to the issues/events</p> <p><b>7</b> provides evidence that supports a summary of the events/issues</p> <p><b>8</b> provides evidence that fully supports a general case for the topic</p> <p><b>9</b> provides evidence the fully supports a clearly delineated case for the topic and anticipates counterexamples or views</p> <p><b>10</b> provides evidence the fully supports a clearly delineated case for the topic and anticipates counterexamples, alternate interpretations or views and provides discussion of evidence</p>
<p><b>LOGICAL CONNECTIONS/ANALYSIS</b></p> <p><b>Range from 0 to 10 points</b></p> <p><b>0-4</b> provides a few comments on evidence or general meaning of topic</p> <p><b>5-6</b> provides direct connections of evidence related to the issues/events</p> <p><b>7</b> provides logical connections that supports a summary of the evidence and relates it to the events/issues</p>	<p><b>CONCLUSIONS</b></p> <p><b>Range from 0 to 10 points</b></p> <p><b>0-4</b> provides a few summaries concluding remarks</p> <p><b>5-6</b> provides conclusion with some evidence directly related to the issues/events</p> <p><b>7</b> provides logically connected conclusion with evidence that supports a summary discussion of the events/issues</p>

<p><b>8</b> provides discussion or analysis links evidence and discussion/analysis that fully supports a general case for the topic</p> <p><b>9</b> provides discussion/analysis that fully supports a logically coherent and clearly delineated case for the topic and anticipates counterexamples or views and context</p> <p><b>10</b> provides analysis of evidence that fully supports a logically coherent and clearly delineated case for the topic and addresses counterexamples, alternate interpretations or views and provides discussion/analysis of all of the evidence and the historical context</p>	<p><b>8</b> provides concluding paragraph with evidence that fully supports a logical general case for the topic</p> <p><b>9</b> provides separate concluding paragraph that fully supports a clearly delineated logical case for the topic and anticipates counterexamples or views within the context of the topic</p> <p><b>10</b> provides a separate concluding paragraph which fully supports a clearly delineated and logically coherent case for the topic and anticipates counterexamples, alternate interpretations or views and provides discussion of evidence and the changing historical context of the topic/issues</p>
<b>TIME</b>	
Meeting 12	
<b>OTHERS</b>	
<b>REFERENCES</b>	
Datesman, Maryanne Kearny, JoAnn Crandall, and Edward N. Kearny, 2005, <b>American Ways: An Introduction to American Culture</b> , 3 <sup>rd</sup> edition, Pearson Education, 10 Bank Street, White Plains, NY 10606.	