EN3504: INTERCULTURAL COMMUNICATION

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Intercultural Communication

Subject Code
EN - English
Course Number
3504

Academic Unit
English (EN)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract
This course aims to develop students' awareness and understanding of communication practices in an international and culturally complex professional context. Students will learn major concepts, theories and issues related to intercultural

communication in a variety of contexts. Topics include: problems in cross- group communication, communication and identity, negotiation patterns in different groups, different domains of culture, social group, discourses and communities of practice, intra-Asian and intra- Chinese communicative differences. The course will prepare students to meet different issues related to intercultural communication in the real world.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explain theories of intercultural communication (including interdisciplinary perspectives from communication studies, linguistics, social science, business, sociology) with discourse analytical tools.		x	x	
2	Apply these theories to the analysis of actual communicative events, the discovery of intercultural communication issues and the formulation of creative and innovative solutions to them.		x	x	x
3	Compare the communication practices of people in different cultural groups and contexts.		x	x	x
4	Demonstrate intercultural competence by having an awareness of intercultural perspectives.		x	x	

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1		Interactive Lectures: Introduce students to theories of intercultural communication from a number of different perspectives.	1, 2, 3	Throughout
2		Independent Reading: Students complete readings that provide tools and examples for discourse analysis.	1, 2, 3	Throughout

| 3 | | Case Studies and Video Analyses: In class activities like case studies and video analyses give students a chance to apply their knowledge of theories to real scenarios by comparing the communication patterns of members from different discourse communities. Problem-based discussions deepen students' understanding of communicative events involving different discourse communities, and give them a chance to practice their communication skills. | 1, 2, 3, 4 | Throughout |
| 4 | | In-Class Presentations: Students present their data, which gives them a chance to compare their own communication patterns with those of members from a different culture or discourse community. | 2, 3, 4 | Throughout |

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class Participation	1, 2, 3, 4	10	Individual: Based on how frequently, actively, and constructively students participate. Case studies and video analysis discussions measure students' ability to apply newly learned principles to real contexts and situations.

2	Ethnographic Research Project (Paper)	2, 3, 4	20	Group work: Measures students' ability to conduct fieldwork in a particular online culture (such as a corporate or professional culture) and analyze the data by applying the concepts learned in a real-life context. Students also demonstrate their ability to compare communication patterns in different discourse communities.
3	Ethnographic Research Project In-Class Presentation	1, 2, 3, 4	20	Group work: Students demonstrate their ability to apply their knowledge and discourse analytical tools and report their findings in a succinct, organized, and professional manner.
4	Reflection through Peer Review	2, 3	10	Individual: Allows students to critically evaluate and reflect on their team members' output, performance, and contributions.
5	5. End-of-Course Test	1, 2	40	Individual: Tests students' ability to analytically and critically describe the major theories of intercultural communication and to apply the principles to a case study of a communication problem in a real setting.

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Class Participation

Criterion

Attendance and active class participation

Excellent (A+, A, A-)

An excellent record of attendance and participation. Attended all classes punctually, always participated actively and constructively in class and group activities.

Good (B+, B, B-)

Satisfactory attendance and punctuality. Generally participated actively and constructively in class and group activities.

Fair (C+, C, C-)

Satisfactory attendance and punctuality. Frequently participated actively and constructively in class and group activities.

Marginal (D)

Satisfactory attendance and punctuality. Participation in class and group activities, was inconsistent.

Failure (F)

Failed to attend two or more classes or did not meaningfully engage with class and group activities.

Assessment Task

2. Ethnographic Research Project (Paper)

Criterion

Written paper on intercultural communication topic that presents data collected and analyzed using a discourse analytical approach.

Excellent (A+, A, A-)

Able to analyze and present discourse systems and communication very clearly and insightfully, applying the theoretical framework, accurately giving evidence from data collected, accounting for successes and difficulties in communication, making excellent suggestions for improving the interaction and synthesizing points into a coherent argument expressed in clear and accurate English and within the word limit.

Good (B+, B, B-)

Able to analyze and present discourse systems and communication clearly, applying the theoretical framework fairly accurately giving evidence from data collected, accounting for successes and difficulties in communication, making good suggestions for improving the interaction and synthesizing points into a relatively coherent argument expressed in clear and mostly accurate English and within the word limit.

Fair (C+, C, C-)

There may be some inaccuracies in understanding and applying the framework. Sufficient evidence may not be provided. The paper may lack focus or be poorly argued. There may be problems with the organization or grammar of the paper. The paper may exceed the word limit.

Marginal (D)

There are serious flaws and/or inaccuracies in understanding and applying the framework. Sufficient evidence is not provided. The paper lacks focus or is poorly argued. There are serious problems with the organization or grammar of the paper. The paper is incomplete or incomprehensible due to a large number of language inaccuracies.

Failure (F)

Unable to apply the theories in an accurate way, present a coherent analysis and/or communicate in written English to an acceptable standard.

Assessment Task

3. Ethnographic Research Project (Presentation)

Criterion

In-class presentation of analysis of intercultural communication topic using a discourse analytical approach.

Organization/Delivery/Grammar/Effectiveness/Timing of presentation

Excellent (A+, A, A-)

The presentation provides a very clear and insightful analysis of the intercultural communication issue using a discourse approach. It draws effectively upon evidence from various types of data collected, accounting for successes and difficulties in communication, and synthesizing findings into a coherent argument.The presentation is very well organized, delivered in clear and accurate, fluent and idiomatic English, and within the time limit.

Good (B+, B, B-)

The presentation provides a clear analysis of the intercultural communication issue using a discourse approach. It draws upon evidence from various types of data collected, accounting for successes and difficulties in communication, and synthesizing findings into an argument. The presentation is well organized, delivered in largely accurate, fluent and idiomatic English, and within the time limit.

Fair (C+, C, C-)

The presentation provides an adequate analysis of the intercultural communication issue using a discourse approach. It draws upon some evidence from data collected, accounting for successes and difficulties in communication, and synthesizing findings into a coherent argument.The presentation is adequately organized and comprehensible, but the standard of the spoken English may need improvement. It may exceed the time limit.

Marginal (D)

The presentation provides a poor analysis of the intercultural communication issue using a discourse approach. It exhibits insufficient evidence from data collected, and may lack an explanation for successes and difficulties in communication, or a coherent argument.The presentation is incomplete or partially incomprehensible due to poor organization or the standard of the spoken English.

Failure (F)

The presentation does not identify an intercultural communication issue or does not use a discourse approach.The presentation is incomplete or largely incomprehensible due to poor organization or significant problems in the standard of the spoken English.

Assessment Task

4. Reflection through Peer Review

Criterion

Quality and depth of evaluation of the group work and teammates' performance in producing it.

Excellent (A+, A, A-)

Provided a very thorough and critical evaluation strongly supported by ample evidence.

Good (B+, B, B-)

Provided a good evaluation supported by evidence.

Fair (C+, C, C-)

Provided an adequate evaluation with some support.

Marginal (D)

Provided a marginal evaluation within incomplete support.

Failure (F)

Did not complete the peer review or did not provide evidence for the evaluation.

Part III Other Information

Keyword Syllabus

Intercultural communication, discourse systems, cross-group communication, communication and identity, negotiation patterns in different groups, different domains of culture, social group, discourses and communities of practice, intra-Asian and intra-Chinese communicative differences, face systems, ideology, socialization, forms of discourse, high/low context cultures.

Reading List

Compulsory Readings

	Title
1	Hua, Z. (2018). Exploring intercultural communication: Language in action. Routledge.
2	Scollon, Scollon and Jones (2001). Intercultural communication 3rd edition. London: Wiley.

Additional Readings

	Title
1	Abrams, Z. I. (2020). Intercultural Communication and Language Pedagogy: From Theory to Practice. Cambridge University Press.
2	Clyne, M. (1994). Inter-cultural Communication at Work. Cambridge: Cambridge University Press.
3	Gibson, R. (2002). Intercultural Business Communication. Oxford: Oxford University Press.
4	Ferri, G. (2018). Intercultural communication: Critical approaches and future challenges. Springer.
5	Holliday, A., Hyde, M., & Kullman, J. (2021). Intercultural communication: An advanced resource book for students. Routledge.
6	Holliday, A. (2010). Intercultural Communication & Ideology: SAGE Publications. Sage.
7	Hua, Z. (Ed.). (2015). Research methods in intercultural communication: A practical guide. John Wiley & Sons.
8	Jandt, F. E. (Ed.). (2004). Intercultural communication: A global reader. Sage.
9	Jackson, J. (Ed.). (2012). The Routledge handbook of language and intercultural communication. Routledge.
10	Jackson, J. (2014). Introducing language and intercultural communication. Routledge.
11	Piller, I. (2017). Intercultural communication: A critical introduction. Edinburgh University Press
12	Spencer-Oatey, H., & Franklin, P. (2009). Intercultural interaction: A multidisciplinary approach to intercultural communication. Springer.