

EN3586: WORKPLACE CULTURE AND INTERACTION

Effective Term

Semester B 2023/24

Part I Course Overview

Course Title

Workplace Culture and Interaction

Subject Code

EN - English

Course Number

3586

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

EN2407 Organizational Culture and Communication

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to provide students with an understanding of the communication practices and important approaches to management found in contemporary organizations. It provides a range of conceptual frameworks for understanding and describing workplace culture, and aims to develop the ability to apply different perspectives and theories, to the analysis of workplace interactions. The course provides opportunities for students to develop organizational communication skills by analyzing communication cases in a range of contexts.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe and explain the communication practices found in contemporary organizations		x	x	
2	Analyse workplace cultures by employing a variety of frameworks in applied linguistics		x	x	x
3	Analyse workplace interactions by employing a variety of frameworks in applied linguistics		x	x	x
4	Develop theoretically-grounded recommendations for improving communication practices in common organizational functions.			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	<p>Lectures and readings</p> <ul style="list-style-type: none"> - lecture notes and readings explain how different theories and analytical approaches are applied to workplace communication - lecture notes and readings help students to understand how organisational culture and communication practices are interconnected - these provide explanation of ways in which communication processes unfold, and provide a variety of frameworks in applied linguistics through which these communication processes can be analysed - Lecture notes and readings also present examples of data from research studies which provide students with hands-on experience of analysing research data 	1, 2, 3, 4	

2		<p>Case studies</p> <ul style="list-style-type: none"> - case studies give students the opportunity to apply their understanding of different approaches to specific workplace settings and scenarios, and to critically analyse their impact - these provide realistic scenarios in which students can develop understandings of how participants construct meaning and perform identities in different workplace settings - these provide students the opportunity to think critically and identify common communication problems found in contemporary organisations and make appropriate recommendations based on their understanding of key theories and issues 	1, 2, 3, 4	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	<p>Quizzes</p> <p>Two quizzes will be conducted in-class throughout the semester to test students' understanding of theoretical concepts.</p>	1, 2, 3	60	Individual assessment

2	<p>Group research paper</p> <p>This requires students to analyse a workplace in terms of its culture and communication processes, and to make recommendations on the basis of any problems they have identified.</p> <p>- students have to demonstrate their ability to unpack the culture of an organisation by applying the theoretical frameworks covered in lectures.</p> <p>- students have to demonstrate their ability to make appropriate recommendations on the basis of any problems they have identified.</p>	1, 2, 4	20	Group assessment
3	<p>Group research presentation</p> <p>Students will demonstrate their ability to showcase their research findings in a succinct, organized, and professional manner in an oral presentation.</p>	1, 2, 4	15	Group assessment
4	<p>Participation</p> <p>This requires students to actively participate class discussions and to fulfill course requirements in a satisfying manner.</p>	1, 2, 3, 4	5	Individual assessment

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Quizzes (60%)

Criterion

Understanding of key issues and concepts

Excellent (A+, A, A-)

Answers reflect an extremely strong understanding the relevant concepts.

Good (B+, B, B-)

Answers reflect a strong understanding of the relevant concepts.

Fair (C+, C, C-)

Answers reflect a generally strong understanding of the relevant concepts with some gaps.

Marginal (D)

Answers reflect limited understanding the relevant concepts.

Failure (F)

Answers reflect extremely limited understanding of the relevant content.

Assessment Task

Group research paper (20%)

Criterion

Understanding of key issues and concepts

Excellent (A+, A, A-)

- Shows full understanding of main issues and concepts
- Shows a high level of engagement with relevant concepts covered in class
- All relevant information is included in explanation of issues and concepts
- The case is extremely well-presented and the arguments made are extremely clear, supported by evidence
- Coherent arguments expressed in clear and accurate English

Good (B+, B, B-)

- Shows sound understanding of main issues and concepts
- Shows a good level of engagement with relevant concepts covered in class
- Most relevant information is included in explanation of issues and concepts
- The case is competently presented and the arguments made are clear most of the time, supported by evidence
- Relatively coherent arguments expressed in clear and mostly accurate English

Fair (C+, C, C-)

- Shows adequate understanding of main issues and concepts
- Shows some engagement with concepts covered in class
- Sufficient information is included in explanation of issues and concepts
- The case is adequately presented and the arguments made are reasonably clear, partially supported by evidence
- The arguments lack focus and there may be problems with the organization with language issues

Marginal (D)

- Shows inadequate understanding of main issues and concepts
- Shows limited engagement with concepts covered in class
- Insufficient information is included in explanation of issues and concepts
- The case is sketchily presented and the arguments made are not entirely clear, partially supported by evidence

- The arguments lack focus and there are serious problems with the organization, with serious language issues

Failure (F)

- Shows little understanding of main issues and concepts
- Shows no engagement with concepts covered in class
- Very limited information is included in explanation of issues and concepts
- The case is presented in a limited way and the arguments made are unclear without any support by evidence
- The arguments fail to present a coherent analysis and the analysis is incomplete or incomprehensible

Assessment Task

Group Research Presentation (15%)

Criterion

Demonstration of analytical and presentation skills

Excellent (A+, A, A-)

The presentation shows full understanding of main issues and concepts.
Most relevant information is included in explanation of issues and concepts.
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 shows sound understanding of main issues and concepts.
Most relevant information is included in explanation of issues and concepts.
The presentation is well organized, delivered in largely accurate, fluent and idiomatic English, and within the time limit.

Fair (C+, C, C-)

The presentation shows some understanding of main issues and concepts.
Sufficient information is included in explanation of issues and concepts.
The presentation is generally comprehensible and is organized within the time limit.

Marginal (D)

The presentation shows inadequate understanding of main issues and concepts.
Insufficient information is included in explanation of issues and concepts.
The arguments lack focus and there are serious problems with the organization, with serious language issues.

Failure (F)

The presentation shows little understanding of main issues and concepts.
Very limited information is included in explanation of issues and concepts.
The arguments fail to present a coherent analysis and the analysis is incomplete or incomprehensible.

Assessment Task

Participation (5%)

Criterion

Participation

Excellent (A+, A, A-)

- Makes significant contribution to in-class discussion and completes tasks satisfactorily.
- Makes significant contribution to group assessment tasks

Good (B+, B, B-)

- Makes occasional contribution to in-class discussion and completes the tasks satisfactorily.
- Makes occasional contribution to group assessment tasks

Fair (C+, C, C-)

- Seldom makes adequate contribution to in-class discussion and in class tasks.
- Makes inadequate contribution to group assessment tasks

Marginal (D)

- Little evidence of participation in class; completes very few in-class tasks.
- Makes little contribution to group assessment tasks

Failure (F)

- Fails to sufficiently participate in in-class activities (including discussion and other tasks)
- Makes no contribution to group assessment tasks

Part III Other Information

Keyword Syllabus

organizational communication
 theories of management
 organizational culture
 humour
 power and politeness
 language and gender
 socialization
 decision-making
 conflict management
 globalisation and workplace communication
 interaction analysis

Reading List**Compulsory Readings**

Title	
1	Holmes, J. & Stubbe, M. (2015). Power and politeness in the workplace: A sociolinguistic analysis of talk at work. London: Routledge.

Additional Readings

Title	
1	Miller, K. (2015). Organizational Communication: Approaches and processes (7th Edition). Belmont, CA: Thomson Wadsworth
2	Vine, B. (2020). Introducing Language in the Workplace. Cambridge: Cambridge University Press.
3	Holmes, J. (2006). Gendered talk at work: Constructing social identity through workplace interaction. Oxford: Blackwell Publishing.
4	Vine, B. (ed.) (2017) Routledge handbook of language in the workplace. London: Routledge
5	Bhatia, V., & Bremner, S (eds.) (2016). Routledge handbook of language and professional communication. London: Routledge.
6	Koester, A. (2010). Workplace discourse. London: Continuum.
7	Schnurr, S. (2009). Leadership Discourse at Work: Interaction of humour, gender and workplace culture. Palgrave Macmillan.

8	Scollon, R. & Scollon, S. (1995). <i>Intercultural Communication: A Discourse Approach</i> . Oxford: Blackwell.
9	Spencer-Oatey, H., & Franklin, P. (2009). <i>Intercultural interaction: A multidisciplinary approach to intercultural communication</i> . Palgrave Macmillan.