

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2016 / 17**

Part I Course Overview

Course Title: Intercultural Communication

Course Code: EN3504

Course Duration: One Semester

Credit Units: 3

Level: B3

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations
(for GE courses only) Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: NIL
(Course Code and Title)

Precursors: NIL
(Course Code and Title)

Equivalent Courses: NIL
(Course Code and Title)

Exclusive Courses: NIL
(Course Code and Title)

Part II Course Details

1. Abstract

The purpose of this course is to develop an understanding of communication practices in an international and culturally complex professional context. 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.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Explain theories of intercultural communication from a range of social scientific perspectives (including communication studies, linguistics, management studies and sociology)		X	X	
2.	Apply these theories to the analysis of actual communicative events, the discovery of intercultural communication problems and the formulation of creative and innovative solutions to them.		X	X	X
3.	Compare the communication practices of people in different cultural groups.		X	X	
4.	Communicate more effectively and get along with members of cultural groups different from their own.		X	X	X
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

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 self-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.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
	Lectures and Readings: Lecture notes and readings introduce students to theories of intercultural communication from a number of different perspectives	x						<i>Throughout</i>
	Discovery based learning activities: In class activities like role-plays and discussions give students a chance to apply the theories to hypothetical situations. Project, tests and examination: Ethnographic research project gives students a chance to apply their knowledge in real communication with someone from a different culture Tests and examination: include problem based learning questions		x					<i>Throughout</i>
	Case studies: Case studies in lectures give students a chance to compare the communication patterns of people from different cultures Project, tests and examinations: Ethnographic research project gives students a chance to compare their own communication patterns with those of someone from a different culture.			x				<i>Throughout</i>

	Tests and examinations: include problem based learning questions based on communication situations in different cultures							
	Discovery based learning activities: In class activities like role plays give students a chance to practice their communication skills. Project: Ethnographic based project gives students a chance to practice and reflect upon their intercultural communication skills in an authentic context.				<i>x</i>			<i>Throughout</i>

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: <u>60</u> %								
Tutorials (10% of marks for participation) Discussions and role play activities test students' ability to apply the principles learned to hypothetical situations Discussions and role play activities test students' ability to communicate in hypothetical situations		X					10%	
Reading test (2 tests, each 10% of marks) The multiple choice section of the reading tests measures students understanding of basic principles. The essay section of the reading tests measures students' ability to apply concepts to solving hypothetical communication	X						10% 10%	

problems.		X						
<p>Ethnographic research project (30% of marks) by conducting ethnographic fieldwork in a particular culture (such as a corporate or professional culture) and writing a reflective paper about it, students demonstrate their ability to apply the concepts learned in a real-life context.</p> <p>In their reflective paper, students demonstrate their ability to compare their own communication patterns with those of a person from another culture</p> <p>Students demonstrate their communication skills in actual interaction with a person from another culture</p>		X				30%		
			X					
				X				
<p>End-of-course examination (40% of marks) will test students' ability to analytically and critically describe the major theories of intercultural communication</p> <p>Examination will test students' ability to apply the principles to a case study of a communication problem in an international professional setting</p>	X					40%		
		X						
Examination: 40% (duration: 2 Hours)								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Ethnographic project and Exam		Able to analyze the discourse systems and communication 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	Able to analyze the 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	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.	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.	Unable to apply the theories in an accurate way, present a coherent analysis and/or communicate in written English at an acceptable standard.

		and accurate English.	accurate English.			
2. Example Grading Criteria for Essay Questions on Reading Quizzes	<p>Discussion of the feature and how the feature affects the ways people make inferences (3 marks).</p> <p>Discussion on how different expectations about the feature might lead to miscommunication (3 marks).</p> <p>Example (3 marks).</p> <p>Organization/Grammar/Effectiveness of Communication (1mark).</p>	<p>Describes the feature accurately and talks about its role in inference.</p> <p>Covers most of the important points from the book.</p> <p>Clear and accurate discussion of the ways the feature can lead to miscommunication.</p> <p>Example given is relevant and explanation is accurate.</p> <p>Clear organization and few major errors.</p>	<p>Describes the feature adequately.</p> <p>Covers some of the points from the book.</p> <p>Adequate discussion of the ways the feature can lead to miscommunication.</p> <p>Example given is relevant but the explanation of the role of the feature is somehow flawed.</p> <p>Clear organization and few major errors.</p>	<p>Description of the feature may contain errors, and the role of the feature in inference may not be mentioned. Few of the points from the book mentioned.</p> <p>Inaccurate, unclear or otherwise flawed discussion.</p> <p>The example is not particularly relevant but the explanation shows some insight or understanding of why miscommunication occurred.</p> <p>Poor organization</p>	<p>Description of the feature is incorrect or inadequate.</p> <p>Inadequate discussion.</p> <p>The example and explanation are both not relevant.</p> <p>Poor organization and multiple grammar/usage errors.</p>	

				and multiple grammar/usage errors.		
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Part III Other Information (more details can be provided separately in the teaching plan)

1. 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.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Scollon, Scollon and Jones (2001). Intercultural communication 3rd edition. London: Wiley.
2.	Excerpts from: Hall, E.T. (1959). The silent language. Garden City, NY: Anchor Press/Doubleday. Hall, E.T. (1977). Beyond culture. Garden City, NY: Anchor Press/Doubleday.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Brislin, R. (2000) Understanding culture's influence on behavior. Fort Worth: Harcourt College
2.	Gu, Y. (1990) Politeness phenomena in modern Chinese. Journal of Pragmatics, 14. 237-257. Samovar, L. & Porter, R. (Eds.) (1997) Intercultural Communication 8th Ed. Belmont, CA: Wadsworth.
3.	Swales, J. (1998). Other floors, other voices. Mahwah, NJ: Earlbaum.
4.	Tannen, D. (1994) Talking from 9 to 5. New York: William Morrow.
5.	Loveday, L. 1982. Communicative interference. International Review of Applied Linguistics, vol 20.
6.	Thomas, J. 1983. Cross-cultural pragmatic failure. Applied linguistics. Vol 4, no. 2