

**City University of Hong Kong
Course Syllabus**

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

Part I Course Overview

Cross-cultural Organizational Communication

Course Title:

EN4505

Course Code:

1 semester

Course Duration:

3

Credit Units:

B4

Level:

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:

(for GE courses only)

English

Medium of Instruction:

English

Medium of Assessment:

Nil

Prerequisites:

(Course Code and Title)

Nil

Precursors:

(Course Code and Title)

Nil

Equivalent Courses:

(Course Code and Title)

Nil

Exclusive Courses:

(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

With the increasing trend toward a global business environment, international firms have come to realize the importance of intercultural communication competence. This course aims to (1) apply cultural models and frameworks to help students to communicate effectively in international business communication; (b) develop effective business messages and send these messages through appropriate communication channels within and across organizations in a global environment (c) Increase students' intercultural communication competence and confidence in using English by participating in extended activities set in business and professional contexts; and (d) produce an analytical report on business-related topics. In all, the course helps students develop a systematic approach to examine the cultural environment of business around the world. Case analyses will be used to illustrate cultural influences on life and business in various countries.

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.	Apply cultural models and frameworks to help students to communicate effectively in international business communication.		X	X	
2.	Negotiate effectively in intercultural and international decision-making meetings.		X	X	X
3.	Develop effective business messages and send these messages through appropriate communication channels within, and across organizations in a global environment.		X	X	X
4.	Increase students' intercultural communication competence and confidence in using English by participating in extended activities set in business and professional contexts.		X	X	X
5.	Produce an analytical report on business-related topics.		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	5	
Lecture	The instructor will introduce students to relevant theories of intercultural business communication and organizational communication. The teaching and learning activities encompass an understanding of various cross-cultural and organizational behavioral models. Consequently, the students learn how culture affects people at individual and organizational levels.	X			X	X	Throughout the semester
Seminar/ Workshop discussion	Using relevant concepts and terms, students will analyze and reflect upon an array of intercultural business/organizational communication cases and scenarios in small group and whole-class settings. Students receive input on various business and professional genres that serve as a basis for participating at intercultural decision-making meetings.			X	X	X	Throughout the semester
Portfolio Development	Students will reflect on their learning through the theory application of intercultural (business) communication in writing portfolio entries and draws upon formative feedback from the instructor. Students apply various business and professional genres in their intercultural decision-making meetings and management consulting reports.		X	X	X		Throughout the semester
Analytical Consulting Report	Student assume the role of management consultants advising the identified top management on how to adapt business practices to the Hong Kong local practice. Consequently, students apply the skill set learned in the class to “hands-on” intercultural communication experience with counterparts from overseas (e.g., the US). The student teams analyze field research data (primary and secondary) and collaboratively write a consulting report.	X	X	X	X	X	4weeks

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	5			
Continuous Assessment: 100 %								
Assignment #1: Portfolio	X	X	X	X	X		35%	5 entries
Assignment #2: Consulting Report	X	X	X	X	X		35%	
Assignment #3: Oral Presentation	X	X	X	X	X		15%	
Attendance and Participation	X	X	X	X	X		15%	
Examination: _____% (duration: _____, if applicable)								
<i>* The weightings should add up to 100%.</i>							100%	

5. Assessment Rubrics

Assignment Task 1: Portfolio of Intercultural Communications (Individual Work) 50%

Description: Students are required to submit 5 entries that document observations of intercultural (business) communication. Each entry consists of: (a) Description of the event (250 – 300 words) and (b) Analysis and interpretation of the event from the theoretical perspectives (250 – 300 words)

Criteria for Assessment	Parameters/ Brief Description	A+/A/A- (Excellent)	B+/B/B- (very good-good)	C+/C/C- Satisfactory-adequate	D Marginal	F (Failure)
Content & organization	<ul style="list-style-type: none"> ◆ The events/ observations are well selected and developed; ◆ Demonstrates an understanding of intercultural business communication theories; ◆ Portfolio format is correctly and effectively used; ◆ Headings and subheadings are effectively used; ◆ Introduction of each entry is effectively developed; ◆ Conclusion is provided & effectively expressed; ◆ Paragraphs and ideas are very coherently linked. 					
Language	<ul style="list-style-type: none"> ◆ Choice of language appropriate for task; ◆ Grammar is accurate (e.g., use of tenses, parts of speech, etc) ◆ The vocabulary used is very concise, precise, and varied; ◆ Tone appropriate for reader-writer relationship; 					

Overall comments:

Assignment Task 2: Intercultural Consulting Report (Group Work) 35%

Description: This Intercultural Consulting Report project consists of gathering data through questionnaires (quantitative data) and follow-up interviews (qualitative data). The primary purpose of the research is to investigate the management style of managers and professionals across cultures.

Criteria for Assessment	Parameters/ Brief Description	A+/A/A- (Excellent)	B+/B/B- (very good-good)	C+/C/C- Satisfactory-adequate	D Marginal	F (Failure)
Content & Organization	<ul style="list-style-type: none"> ◆ The content is well selected and developed. ◆ Relevant information is included for analysis. ◆ Information is comprehensively analyzed & explained. ◆ The purpose of writing the report is fully achieved. ◆ Headings and subheadings are effectively used. ◆ Introduction of the report is effectively developed. ◆ Conclusion and recommendations are provided and effectively expressed. ◆ Paragraphs and ideas are coherently linked. 					
Language	<ul style="list-style-type: none"> ◆ Choice of language appropriate for task; ◆ Grammar is accurate (e.g., use of tenses, parts of speech, etc) ◆ The vocabulary used is very concise, precise, and varied; ◆ Tone appropriate for reader-writer relationship; 					

Overall Comments:

Assignment 3: Oral Presentation of Consulting Report (15%)

Presentation Title..... Speaker's Name.....

Criteria for Assessment	Parameters/ Brief Description	A+/A/A- (Excellent)	B+/B/B- (very good-good)	C+/C/C- Satisfactory-adequate	D Marginal	F (Failure)
Content & Organization	<ul style="list-style-type: none"> ◆ Relevant information included and presented effectively; ◆ Spontaneous/enthusiastic delivery; Good delivery (pace, fluency, posture, gestures, eye contact); ◆ Transitions are adequate and effective; ◆ Visuals are appropriate and effective; Time management effective; ◆ Question-and-answer participation; ◆ Clearly identifiable introduction, closely follow outline in the middle, and strong conclusion to reinforce the aim and objectives 					
Language	<ul style="list-style-type: none"> ◆ Language accuracy; ◆ Language shows range; ◆ Pronunciation is clear and comprehensible; ◆ Voice quality is good 					
Teamwork	<ul style="list-style-type: none"> ◆ Teamwork evident e.g. handover and referring back/forward 					

Overall Comments:

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Intercultural (Business) Communication; Organizational Culture; Culture and Communication; Culture Effect on Written Communication

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.	Varner, I., & Beamer, L., (2011). <i>Intercultural Communication in the Global Workplace</i> . (5th Ed.) New York, NY: McGraw-Hill
2.	
3.	
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2.2 Additional Readings

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

1.	Hofstede, G. (1991). <i>Cultures and Organizations: Software of the mind</i> . San Francisco, CA: McGraw-Hill
2.	Samovar, L., & Porter, R. (2000). <i>Intercultural communication: A reader</i> . Belmont, CA: Wadsworth.
3.	Trompenaars, F. (1993). <i>Riding the waves of culture: Understanding cultural diversity in business</i> . London: Nicolas Brealey.
4.	