Subject Code	ENGL4008
Subject Title	Intercultural Communicative Competence
Credit Value	3
Level	4
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	The objective of the subject is to develop students' awareness and understanding of key intercultural communication concepts and theories and their ability to apply the necessary skills to conceptualise and effectively and appropriately participate in, and appraise the effectiveness of, intercultural interactions so as to improve their competence in intercultural communication in their personal, social and, especially, professional lives.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: **Category A: Professional/academic knowledge and skills** a. explain and discuss the approaches to and components of the study of intercultural communicative competence; b. reflect upon and evaluate the importance of cultural identity and the role of cultural biases in intercultural interactions; c. appraise their own competence, and that of others, when engaged in intercultural communication; d. learn and develop strategies for improving their own intercultural communication competence, and that of others, especially in professional contexts; **Category B: Attributes for all-roundedness** e. develop a more global outlook in combination with an understanding of the importance of intercultural communicative competence; f. develop intellectual curiosity to work both independently and as part of a team; and g. develop analytical reasoning, critical thinking, and problem solving skills: • analytical reasoning: to think in a logical manner, supporting ideas with well-reasoned arguments and evidence • critical thinking: to evaluate information and evidence critically, able to recognize flaws or inconsistency in an argument • problem solving: to understand the problem, explore plausible answers, and select the most appropriate decision/solution for the problem

Subject Synopsis/ Indicative Syllabus	1. Defining and describing intercultural communicative competence 2. Approaches to intercultural communicative competence 3. Cultural identity, cultural biases and intercultural contact 4. Improving intercultural relationships 5. Intercultural communication challenges in Hong Kong and elsewhere 6. Acquiring, assessing and enhancing intercultural communicative competence
Teaching/ Learning Methodology	The subject places a heavy focus on practical applications, particularly by making a tight link between theoretical input and practical applications using real-life examples and drawing on the students' work experience, where possible. Case studies, discussions and role simulations will be used to consolidate the concepts and theories introduced. Through reading the course materials and carrying out a variety of learning activities, learners are expected to further develop critical and creative thinking, capacity for reflection, ability to integrate theories and applications, and good English language and communication skills. In addition to interactive lectures and seminars, blended learning (and additional reading) takes the students deeper into the concepts, ideas and the realisations of intercultural communicative competence in professional interaction. All of the data studied in the subject are authentic and most are drawn from professional contexts in Hong Kong. All assignments are designed to provide students with tasks that require the evaluation, synthesis and application of an understanding of intercultural communication to the critical analysis, interpretation and discussion of spoken and written professional interaction.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
		a	b	c	d	e	f	G
1. Term paper	30%	✓	✓	✓	✓		✓	✓
2. Group oral presentation	20%	✓	✓	✓	✓	✓	✓	✓
3. Group written project	50%	✓	✓	✓	✓	✓	✓	✓
Total	100 %							

	The term paper is to check students' understanding of key concepts and their ability to apply these concepts to the analysis of their own intercultural communicative competence. The group project asks the students to submit a group written assignment and either a website or a short video film that promote the benefits of and guidelines for the achievement of intercultural communicative competence in professional contexts. The latter assignment would also be the subject of an end-of-semester assessed oral presentation.	
Student Study Effort Expected	Class contact:	
	▪ Lectures	39 Hrs.
	▪ Seminars	0 Hrs.
	Other student study effort:	
	▪ Private study	58 Hrs.
	▪ Take-home assignments	29 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	**Recommended reading** Lustig, M. W. and Koester, J. (2012). *Intercultural competence: interpersonal communication across cultures*. Boston, Mass.: Pearson Education. Wiseman, R.L. (2002). Intercultural communication competence. In W.B. Gudykunst, & B. Mody, (Eds.), *International and Intercultural Communication,* (pp. 207-224). Thousand Oaks, California: Sage. **Further reading** Chen, G.M. (2002). *Culture and Communication: An East Asian Perspective*. San Antonio, TX: International Association for Intercultural Communication Studies. Chen, G.M., & Miike, Y. (2003). *Asian Approaches to Human Communication*. San Antonio, Tex.: International Association for Intercultural Communication Studies Hampden-Turner, C., & Trompenaars, F. (2000). *Building Cross-Cultural Competence: How to Create Wealth from Conflicting Values*. New Haven, Conn.: Yale University Press. Jackson, J. (2012). *The Routledge Handbook of Language and Intercultural Communication*. Routledge: London. Norales, F. O. (Ed). (2006). Cross Cultural Communication: concepts, cases and challenges. Youngstown, New York: Cambria Press.	

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