

<b>Subject Code</b>	ENGL5018
<b>Subject Title</b>	Language and Intercultural Communication in the Workplace
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Exclusion: ENGL568
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To heighten students' awareness and understanding of communication in multicultural professional organizations as it relates to the unique social, cultural, economic, and political environments in which they operate.</li> <li>2. To explore the extent to which Western-based theories, methods, and practices relating to intercultural communication in organizations are applicable to Asian contexts.</li> <li>3. To develop students' knowledge of and competencies in the role and use of language in intergroup communication in professional contexts.</li> <li>4. To help students reflect on their experiences of intercultural communication in professional contexts in Hong Kong and elsewhere.</li> </ol>
<b>Intended Learning Outcomes</b>  <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <p><b>Category A: Professional/academic knowledge and skills</b></p> <ol style="list-style-type: none"> <li>a. Apply their understanding of key concepts and theories of intercultural communication in professional organizations through analyses of intercultural communication cases.</li> <li>b. Explain the extent to which Western-based theories, methods, and practices relating to intercultural communication in organizations are applicable to Asian contexts.</li> <li>c. Apply the readings to specific examples of intercultural communication in professional contexts, and use theories to explain the intercultural phenomena they have identified.</li> <li>d. Reflect on their experiences of language and intercultural communication in workplace contexts and explain how theories of intercultural communication may explain everyday interactions and cultural practices.</li> </ol> <p><b>Category B: Attributes for all-roundedness</b></p> <ol style="list-style-type: none"> <li>e. develop analytical reasoning, critical thinking, and problem-solving skills: <ul style="list-style-type: none"> <li>▪ <u>analytical reasoning</u>: to think in a logical manner, supporting</li> </ul> </li> </ol>

	<p>ideas with sound arguments and empirical or textual evidence</p> <ul style="list-style-type: none"> <li>▪ <u>critical thinking</u>: to evaluate information and evidence critically, be able to recognize flaws or inconsistency in an argument</li> <li>▪ <u>problem solving</u>: to understand the problem, explore plausible answers, and select the most appropriate decision/solution for the problem</li> </ul>																																								
<p><b>Subject Synopsis/ Indicative Syllabus</b>  (Note 2)</p>	<ol style="list-style-type: none"> <li>1. Defining culture and intercultural communication.</li> <li>2. Approaches to and theories of intercultural communication.</li> <li>3. The processes, practices, experiences, perceptions of, and barriers to communication in multicultural professional organizations.</li> <li>4. Management and leadership in intercultural communication.</li> <li>5. Social groups and the impact of stereotyping and prejudice on intercultural encounters.</li> <li>6. Politeness in intercultural professional communication.</li> <li>7. The importance of non-verbal communication in intercultural professional settings.</li> <li>8. Qualities and competencies needed for effective intercultural communication in professional contexts.</li> <li>9. The application of language and intercultural communication skills to specific business communication tasks.</li> </ol>																																								
<p><b>Teaching/Learning Methodology</b>  (Note 3)</p>	<p>The teaching and learning approach is task-based, student-centred, interactive, and reflective.</p>																																								
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  (Note 4)</p>	<table border="1" data-bbox="553 1272 1430 1839"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>Mid-term assignment</td> <td>35%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Online and in-class participation</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>End-of-term assignment</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	Mid-term assignment	35%	✓	✓	✓	✓	✓	Online and in-class participation	15%	✓	✓	✓	✓	✓	End-of-term assignment	50%	✓	✓	✓	✓	✓	Total	100 %					
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																					
		a	b	c	d	e																																			
Mid-term assignment	35%	✓	✓	✓	✓	✓																																			
Online and in-class participation	15%	✓	✓	✓	✓	✓																																			
End-of-term assignment	50%	✓	✓	✓	✓	✓																																			
Total	100 %																																								

	<p>The two individual assignments are essay-type papers which will assess the students' ability to analyze and critically discuss an authentic case study, a discourse excerpt, or another text type from the professional workplace with appropriate references to the course literature. The participation component will assess students' proactiveness, critical awareness of the subject matter, and familiarity with the readings.</p>	
<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>	<p>39 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Seminar</li> </ul>	<p>0 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> <li>▪ Private study</li> </ul>	<p>96 Hrs.</p>
	<p>Total student study effort</p>	<p>135 Hrs.</p>
<p><b>Reading List and References</b></p>	<p><b>Recommended reading</b></p> <p>Augoustinos, M., Walker, I. &amp; Donaghue, N. (2014) <i>Social Cognition. An Integrated Introduction</i> (3<sup>rd</sup> ed.). London: Sage.</p> <p>Holliday, A. (2013). <i>Understanding Intercultural Communication: Negotiating a Grammar of Culture</i>. London: Routledge.</p> <p>Jackson, J. (2014) <i>Introducing Language and Intercultural Communication</i>. London: Routledge</p> <p>Jackson, J. (ed.) (2020) <i>The Routledge Handbook of Language and Intercultural Communication</i> (2<sup>nd</sup> ed.). London: Routledge.</p> <p>Nakayama, T. &amp; Halualani, R.T. (eds.) (2010) <i>The Handbook of Critical Intercultural Communication</i>. Oxford: Blackwell.</p> <p>Ladegaard, H.J. &amp; Jenks, C. (eds) (2017) <i>Language and Intercultural Communication in the Workplace: Critical Approaches to Theory and Practice</i>. London: Routledge.</p> <p>Scollon, R., Scollon, S. W., &amp; Jones, R. H. (2012). <i>Intercultural Communication: A Discourse Approach</i> (3<sup>rd</sup> ed.). Oxford: Wiley-Blackwell.</p> <p>Smith, P.M. &amp; Bond, M. H. (1998) <i>Social Psychology Across Cultures</i> (2<sup>nd</sup> ed.). Hemel Hempstead: Prentice Hall.</p> <p>Sorrells, K. (2013). <i>Intercultural Communication: Globalization and Social Justice</i>. Thousand Oaks, CA: Sage.</p>	

	<p>Spencer-Oatey, H. (ed.) (2000) <i>Culturally Speaking. Managing Rapport through Talk Across Cultures</i>. London: Continuum.</p> <p>Vine, B. (ed.) (2017) <i>The Routledge Handbook of Language in the Workplace</i>. London: Routledge.</p> <p>Zhu Hua (ed.) (2011) <i>The Language and Intercultural Communication Reader</i>. London: Routledge</p>
--	---

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

Revised by Hans Ladegaard (Sep 2020)