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| Subject Code | ENGL337 |
| Subject Title | Intercultural Communication in Business |
| Credit Value | 3 |
| Level | 3 |
| Pre-requisite/ Co-requisite/ Exclusion | None |
| Objectives | <p>This subject is designed to develop in students a critical awareness and understanding of the major concepts, theories and issues related to intercultural communication in a variety of business and professional contexts. The subject will facilitate students to engage with and critically apply their awareness and understanding of intercultural communication to real world business and professional contexts. It also aims to help students to understand and apply the necessary skills to conceptualise and effectively and appropriately investigate, analyse and appraise intercultural communication in business and professional contexts.</p> |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> a. increase their awareness and understanding of communication in multicultural professional and business organisations which are unique in the social, cultural, economic, and political environments in which they operate. b. ascertain the extent to which Western-based theories, methods, and practices relating to intercultural communication in organisations are applicable to the Hong Kong business and professional context; c. further develop their knowledge of and competencies in the role and use of English language in intercultural communication in business and professional contexts; d. investigate, analyse and appraise intercultural communication in business and professional contexts; <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> e. develop a more grounded sense of social and national responsibility, leadership and entrepreneurship through an enhanced understanding of intercultural communication in business; f. develop a more global outlook in combination with and understanding of the importance of intercultural communication in business; and g. employ a range of strategies for effective communication and learning autonomously and collaboratively |

| Subject Synopsis | <ol style="list-style-type: none"> 1. Contrastive discourse analysis in business across cultures 2. Intercultural negotiation and conflict resolution process and strategies in business 3. Corporate discourse and professional discourse 4. Intercultural communicative competence in business and professions 5. Application of intercultural communications skills to specific business communication tasks 6. Best practices in facilitating intercultural communicative competence in business and professional contexts 7. Examples of theoretical and practical implications for intercultural communication in the workplace | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Teaching/ Learning Methodology | <p>In addition to interactive lectures and seminars, online learning (and additional reading) takes the learner deeper into the concepts, ideas and practices in intercultural communication in professional interactions. All of the data studied in the subject are authentic and most are drawn from professional contexts in Hong Kong. So student will find these relevant in tackling intercultural communication situations in the professional contexts they will engage in workplace. All assignments are designed to provide students with tasks that require the evaluation, synthesis and application of an understanding of intercultural communication in business to the critical analysis of related issues and observations.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes | <table border="1" data-bbox="448 1160 1374 1800"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="7">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> <th>f</th> <th>g</th> </tr> </thead> <tbody> <tr> <td>1. Written Assignment</td> <td>30%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Presentation of Case Study</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Case Study Portfolio</td> <td>40%</td> <td>✓</td> <td></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> <td></td> <td></td> </tr> </tbody> </table> <p>The written assignment is designed to test the students' understanding of the theories and concepts related to intercultural communication in business. Students will choose their own topic for case study, which requires their critical and analytical thinking, as well as their autonomous learning. The second and third assessments are decided to test whether the students can apply the theories and concepts in real-life situations in professional contexts to improve the intercultural communication</p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | a | b | c | d | e | f | g | 1. Written Assignment | 30% | ✓ | ✓ | | | ✓ | ✓ | | 2. Presentation of Case Study | 30% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 3. Case Study Portfolio | 40% | ✓ | | ✓ | ✓ | ✓ | | ✓ | Total | 100 % | | | | | | | |
| Specific assessment methods/tasks | % weighting | | | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | e | f | g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Written Assignment | 30% | ✓ | ✓ | | | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Presentation of Case Study | 30% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Case Study Portfolio | 40% | ✓ | | ✓ | ✓ | ✓ | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | process. | |
| Student Study Effort Required | Class contact: | |
| | ▪ Lectures | 26 Hrs. |
| | ▪ Seminars | 13 Hrs. |
| | Other student study effort: | |
| | ▪ Private study | 58 Hrs. |
| | ▪ Take-home assignments | 29 Hrs. |
| | Total student study effort | 126 Hrs. |
| Reading List and References | <p>Chaney, L., & Martin, J. (2000). <i>Intercultural Business Communication</i> (2nd ed.). New Jersey: Prentice Hall.</p> <p>Clyne, M. (1994). <i>Inter-cultural Communication at Work</i>. Cambridge: Cambridge University Press.</p> <p>Connor, U., & Upton, T. (2004). (Eds.). <i>Discourse in the Professions</i>. Amsterdam: John Benjamins.</p> <p>Gibson, R. (2002). <i>Intercultural Business Communication</i>. Oxford: OUP.</p> <p>Hall, E.T. (1997). <i>International Business Practices: Hidden Dimensions</i> [videorecording]. Newtonville, Mass.: Intercultural Resource Corp.</p> <p>Hofstede, G. (2001). <i>Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations across Nations</i>. Thousand Oaks, California: Sage.</p> <p>Jones, K. (1995). Masked negotiation in a Japanese work setting. In A. Firth, (Ed.), <i>The Discourse of Negotiation: Studies of Language in the Workplace</i>. (pp. 141-158). Oxford: Oxford University Press.</p> <p>Louhiala-Salminen, L. (2002). The fly's perspective: discourse in the daily routine of a business manager. <i>English for Specific Purposes</i>, 21, 211-231.</p> <p>Lustig, M.W., & Koester, J. (1999). <i>Intercultural Competence: Interpersonal Communication Across Cultures</i> (3rd ed.). York: Longman.</p> <p>Marriott, H.E. (1990). Intercultural business negotiations: The problem of norm discrepancy. <i>Annual Review of Applied Linguistics</i>, 7, 33-65.</p> <p>Mead, R. (2000). <i>Cases and Projects in International Management: Cross-Cultural Dimensions</i>. Oxford: Blackwell.</p> <p>Nishiyama, K. (2003). <i>Doing Business with Japan: Successful Strategies for Intercultural Communication</i>. Honolulu: University of Hawaii Press.</p> <p>Pan, Yuling, Scollon, S., & Scollon, R. (2002). <i>Professional Communication in International Settings</i>. Oxford: Blackwell.</p> | |

Scollon, R., & Wong Scollon, S. (2001). *Intercultural Communication: A Discourse Approach* (2nd ed.). Oxford: Basil Blackwell.

Szatrowski, P. (2004). *Hidden and Open Conflict in Japanese Conversational Interaction*. Tokyo: Kuroshio Publisher.

Ting-Toomey, S., & Oetzel, J. (2001). *Managing Intercultural Conflict Effectively*. Thousand Oaks, California: Sage.

Yamada, H. (1992). *American and Japanese Business Discourse: A Comparison of Interactional Styles*. Norwood, New Jersey: Ablex.

Useful Journals

Intercultural Communication in Context
Intercultural Communication Studies
International Business Communication
Journal of Business and Technical Communication
Language and Intercultural Communication
World Englishes

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