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| <b>Subject Code</b>                            | ENGL568   |
| <b>Subject Title</b>                           | Intercultural Communication in Business   |
| <b>Credit Value</b>                            | 3   |
| <b>Level</b>                                   | 5   |
| <b>Pre-requisite / Co-requisite/ Exclusion</b> | N/A   |
| <b>Objectives</b>                              | <ol style="list-style-type: none"> <li>1. To heighten students' awareness and understanding of communication in multicultural professional and business organizations which are unique in the social, cultural, economic, and political environments in which they operate.</li> <li>2. To ascertain the extent to which Western-based theories, methods, and practices relating to intercultural communication in organizations are applicable to the Hong Kong context.</li> <li>3. To further develop students' knowledge of and competencies in the role and use of English language in intercultural communication in business and professional contexts.</li> <li>4. To help students reflect on the experiences of, and develop insights into, intercultural communication through the medium of English in the world of business and the professions in Hong Kong.</li> </ol>   |
| <b>Intended Learning Outcomes</b>              | <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 concepts and theories of communication in multicultural professional and business organizations in the analysis of intercultural communication events in business and the professions</li> <li>b. Explain the extent to which Western-based theories, methods, and practices relating to intercultural communication in organizations are applicable to the Hong Kong context.</li> <li>c. Support with evidence their level of competencies in the role and use of English language in intercultural communication in business and professional contexts.</li> <li>d. Reflect on the experiences of, and develop insights into, intercultural communication through the medium of English in the world of business and the professions in Hong Kong.</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 ideas</li> </ul> </li> </ol> |

|  | <p>with well-reasoned arguments and evidence</p> <ul style="list-style-type: none"> <li>▪ <u>critical thinking</u>: to evaluate information and evidence critically, 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>  |                                   |             |   |   |   |  |  |   |   |   |   |   |                                   |     |   |   |   |  |   |  |     |   |   |   |   |   |                          |     |   |   |   |   |   |              |             |  |  |  |  |  |
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| <b>Subject Synopsis</b>  | <ol style="list-style-type: none"> <li>1. Defining culture and intercultural communication</li> <li>2. Intercultural communication approaches and theories</li> <li>3. The processes, practices, experiences, perceptions, and barriers of communication in multicultural business and professional organizations</li> <li>4. The influences of cultural values on intercultural communication in business</li> <li>5. The influences of discourse patterns on intercultural communication in business</li> <li>6. Management and leadership</li> <li>7. Qualities and competencies expected of the effective intercultural communicator in business and professions</li> <li>8. Discourse analysis, genre analysis and pragmatics in intercultural communication</li> <li>9. Application of intercultural language and communications skills to specific business communication tasks</li> <li>10. Constructing a Professional Communication Display Portfolio</li> </ol>  |                                   |             |   |   |   |  |  |   |   |   |   |   |                                   |     |   |   |   |  |   |  |     |   |   |   |   |   |                          |     |   |   |   |   |   |              |             |  |  |  |  |  |
| <b>Teaching/Learning Methodology</b>                                     | The teaching and learning approach is task-based, student-centred, interactive, and reflective.   |                                   |             |   |   |   |  |  |   |   |   |   |   |                                   |     |   |   |   |  |   |  |     |   |   |   |   |   |                          |     |   |   |   |   |   |              |             |  |  |  |  |  |
| <b>Assessment Methods in Alignment with Intended Learning Outcomes</b>   | <table border="1" style="width: 100%; border-collapse: collapse;"> <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</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>Literature review paper (written)</td> <td>30%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Intercultural Communication Display Portfolio (ICDP) (oral presentation)</td> <td>30%</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Project report (written)</td> <td>40%</td> <td style="text-align: center;">✓</td> </tr> <tr> <td><b>Total</b></td> <td><b>100%</b></td> <td colspan="5"></td> </tr> </tbody> </table> <p>Assessment is both for and of learning. The three assignments are designed to help students to achieve all of the intended learning outcomes.</p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed |   |   |  |  | a | b | c | d | e | Literature review paper (written) | 30% | ✓ | ✓ | ✓ |  | ✓ | Intercultural Communication Display Portfolio (ICDP) (oral presentation) | 30% | ✓ | ✓ | ✓ | ✓ | ✓ | Project report (written) | 40% | ✓ | ✓ | ✓ | ✓ | ✓ | <b>Total</b> | <b>100%</b> |  |  |  |  |  |
| Specific assessment methods/tasks  | % weighting   |                                   |             | Intended subject learning outcomes to be assessed |   |   |  |  |   |   |   |   |   |                                   |     |   |   |   |  |   |  |     |   |   |   |   |   |                          |     |   |   |   |   |   |              |             |  |  |  |  |  |
|  |   | a                                 | b           | c   | d | e |  |  |   |   |   |   |   |                                   |     |   |   |   |  |   |  |     |   |   |   |   |   |                          |     |   |   |   |   |   |              |             |  |  |  |  |  |
| Literature review paper (written)  | 30%   | ✓                                 | ✓           | ✓   |   | ✓ |  |  |   |   |   |   |   |                                   |     |   |   |   |  |   |  |     |   |   |   |   |   |                          |     |   |   |   |   |   |              |             |  |  |  |  |  |
| Intercultural Communication Display Portfolio (ICDP) (oral presentation) | 30%   | ✓                                 | ✓           | ✓   | ✓ | ✓ |  |  |   |   |   |   |   |                                   |     |   |   |   |  |   |  |     |   |   |   |   |   |                          |     |   |   |   |   |   |              |             |  |  |  |  |  |
| Project report (written)   | 40%   | ✓                                 | ✓           | ✓   | ✓ | ✓ |  |  |   |   |   |   |   |                                   |     |   |   |   |  |   |  |     |   |   |   |   |   |                          |     |   |   |   |   |   |              |             |  |  |  |  |  |
| <b>Total</b>   | <b>100%</b>   |                                   |             |   |   |   |  |  |   |   |   |   |   |                                   |     |   |   |   |  |   |  |     |   |   |   |   |   |                          |     |   |   |   |   |   |              |             |  |  |  |  |  |
| <b>Student Study</b>   | Class contact:  |                                   |             |   |   |   |  |  |   |   |   |   |   |                                   |     |   |   |   |  |   |  |     |   |   |   |   |   |                          |     |   |   |   |   |   |              |             |  |  |  |  |  |

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| <b>Effort Required</b>             | ▪ Lecture   | 39 Hrs.  |
|                                    | ▪ Seminar   | 0 Hrs.   |
|                                    | Other student study effort:   |          |
|                                    | ▪ Private study   | 96 Hrs.  |
|                                    | Total student study effort  | 135 Hrs. |
| <b>Reading List and References</b> | <p><b>Recommended reading</b></p> <p>Bond, M. H. (1996). Chinese values. In M. H. Bond (Ed.), <i>The Oxford handbook of Chinese psychology</i> (pp. 208-226). Oxford: Oxford University Press.</p> <p>Bond, M. H. (2010). Moving the scientific study of Chinese psychology into our twenty-first century: Some ways forward. In M. H. Bond (Ed.), <i>The Oxford handbook of Chinese psychology</i> (pp. 711-715). Oxford: Oxford University Press.</p> <p>Bond, M. H. (ed.) (2010). <i>The Oxford handbook of Chinese psychology</i>. Oxford: Oxford University Press.</p> <p>Cardon, P. W. (2008). A critique of Hall's contexting model: A meta-analysis of literature on intercultural business and technical communication. <i>Journal of Business and Technical Communication</i>, 22(4), 399-428.</p> <p>Cheng, W., &amp; Lam, P. (2013). Western perceptions of Hong Kong ten years on: A corpus-driven critical discourse study. <i>Applied Linguistics</i>, 34(2), 173-190.</p> <p>Cheng, W., &amp; Lam, P. (2010). Media discourses in Hong Kong: Change in representation of human rights. <i>Text &amp; Talk</i>, 30(5), 507-527.</p> <p>Hall, E.T., &amp; Hall, M.D. (1990). <i>Understanding cultural differences</i>. Yarmouth, Me.: Intercultural Press.</p> <p>The Hofstede Centre, Retrieved from <a href="http://geert-hofstede.com/">http://geert-hofstede.com/</a> on 18 January 2013</p> <p>Hofstede, G. (2001). <i>Culture's consequences: Comparing values, behaviors, institutions and organizations across nations</i>. Thousand Oaks, California: Sage.</p> <p>Hofstede, G., Hofstede, G. J., &amp; Minkov, M. (2010). <i>Cultures and organizations: Software of the mind: Intercultural cooperation and its importance for survival</i> (3<sup>rd</sup> ed.). London; New York: McGraw-Hill.</p> <p>Hofstede, G., &amp; Usunier, J-C. (2003). Hofstede's dimensions of culture and their influence on international business negotiations. In P. N. Ghauri, &amp; J.-C. Usunier (Eds.). <i>International business negotiations</i> (2<sup>nd</sup> ed.) (pp. 137-153). London: Pergamon. (Google book)</p> <p>Holliday, A. (2013). <i>Understanding intercultural communication: Negotiating a grammar of culture</i>. London: Routledge.</p> <p>Jackson, J. (ed.) (2012) <i>The Routledge handbook of language and intercultural communication</i>. London: Routledge.</p> <p>Kotthoff, H., &amp; Spencer-Oatey, H. (2009). <i>Handbook of intercultural communication</i>. New York: Mouton Gruyter.</p> <p>Louhiala-Salminen, L., &amp; Kankaanranta, A. (2011). Professional communication in a global business context: The notion of global communicative competence. <i>IEEE Transactions on Professional Communication</i>, 54(3): 244-262.</p> <p>Pan, Y., Scollon, S.W., &amp; Scollon, R. (2002). <i>Professional communication in</i></p> |          |

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|  | <p><i>international settings</i>. Malden, Massachusetts: Blackwell.</p> <p>Paulston, C. B., Kiesling, S. F., Rangel, E. S. (Eds.). (2012). <i>The handbook of intercultural discourse and communication</i>. Malden, MA: Wiley-Blackwell.</p> <p>Scollon, R., Scollon, S. W., &amp; Jones, R. H. (2012). <i>Intercultural communication: A discourse approach</i> (3<sup>rd</sup> ed.). Malden, Mass.: Wiley-Blackwell.</p> <p>Sorrells, K. (2013). <i>Intercultural communication: Globalization and social justice</i>. Thousand Oaks, CA: Sage.</p> <p>Spencer-Oatey, H. (2009). <i>Intercultural interaction</i>. Basingstoke: Palgrave Macmillan.</p> |
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