

B.A. (Honours) in Contemporary English Studies

Course Title	: Intercultural Communication
Course Code	: ENG3272
Recommended Study Year	: 3 rd or 4 th Year
No. of Credits/Term	: 3
Mode of Tuition	: Lecture-tutorial mode
Class Contact Hours	: 2-hour lecture per week 1-hour tutorial per week
Category	: Discipline Elective
Prerequisite(s)	: Nil
Co-requisite(s)	: Nil
Exclusion(s)	: Nil
Exemption Requirement(s)	: Nil

Brief Course Description

This course is designed to give students a contextual understanding of the nature and dynamics of intercultural communication. Students will be introduced to theoretical concepts and practical knowledge about intercultural communication. They will be required to apply theories to actual situations through case studies and small-scale surveys, as well as reflecting on their own experiences in dealing with issues arising from communication in intercultural and cross-cultural contexts.

Aims

This course aims to enable students to:

1. To acquaint students with core theories and concepts of intercultural communication;
2. To promote students' awareness of the influence of cultural differences on communication;
3. To draw students' attention to the significance of both verbal and nonverbal communication in intercultural encounters and cross-cultural contexts;
4. To develop students' sensitivity towards problems that may arise in intercultural communication;
5. To enable students to develop useful approaches in dealing with problems of intercultural communication.

Learning Outcomes

On completion of the course, students will be able to:

1. Understand the basic theories and concepts of intercultural communication;
2. Increase awareness prejudice and cultural stereotypes in perception;
3. Analyze the relationship between language and culture at various levels such as the word, syntax, and discourse levels;
4. Compare similar situations cross-culturally and be able to predict the problems involved in communicating across different cultures;
5. Understand the importance of non-verbal communication in intercultural communication and be aware of cross-cultural differences;
6. Understand the phenomenon of culture shock and be better equipped in dealing with culture shock experiences;

7. Understand cross-cultural differences in the perception of conflict and be able to negotiate more successfully in handling intercultural conflict situations;

Indicative Contents

- Theoretical approaches to intercultural communication
- Cultural value orientations
- Cultural sensitivity and intercultural communication competence
- Language and intercultural communication
- Nonverbal communication in intercultural contexts
- Media representation of intercultural communication
- Cultural identities and stereotypes
- Cultural shock, cultural conflict, and tourism

Teaching Method

Besides lectures and tutorials, various other approaches such as case studies, multimodal reflections, observations and role simulations are used to enable students to have a better understanding of the subject.

Measurement of Learning Outcomes

1. Class attendance, participation (learning outcomes 1-7)
2. Tutorial activities (learning outcomes 1-7)
3. Assignment #1 (learning outcomes 1-4)
4. Assignment #2 (learning outcomes 1-7)
5. Final written test (learning outcomes 1-7)

Assessment

Class attendance, participation	10%
Tutorial activities	20%
Assignment #1	20%
Assignment #2	20%
Final written test	30%

Required/Essential Readings

- Neuliep, J. W. (2016). *Intercultural Communication: A Contextual Approach*. Sage Publications.
- Jandt, F. E. (2013). *An Introduction to Intercultural Communication: Identities in a Global Community* (7th ed.). Sage Publications.

Supplementary Readings

- Andersen, P. A., & Wang, H. (2006). Unraveling cultural cues: Dimensions of nonverbal communication across cultures. In L. A. Samovar, R. E. Porter, and E. R. McDaniel (Eds.), *Intercultural Communication: A Reader* (pp. 250-266). Belmont, CA: Thomson Wadsworth.
- Bhatia, S. and Ram, A. (2009). Theorizing identity in transnational and diaspora cultures: A critical approach to acculturation. *International Journal of Intercultural Relations*, 33 (2), 140-149.
- Collier, M. J. (2006). Cultural identity and intercultural communication. In L. A. Samovar, R. E. Porter, and E. R. McDaniel (Eds.), *Intercultural Communication: A Reader* (pp. 53-60). Belmont, CA: Thomson Wadsworth.
- Dervin, F. (2011). A plea for change in research on intercultural discourses: A 'liquid' approach to the study of the acculturation of Chinese students. *Journal of Multicultural Discourses*, 6(1), 37-52.
- Holmes, P. (2006). Problematizing intercultural communication competence in the pluricultural classroom: Chinese students in a New Zealand university. *Language and Intercultural Communication*, 6:1, 18-34, DOI: 10.1080/14708470608668906
- Jackson, J. (2019). *Introducing Language and Intercultural Communication*. Routledge.
- Liu, S. (2015). Searching for a sense of place: Identity negotiation of Chinese immigrants. *International Journal of Intercultural Relations*, 46, 26-35.
- Peng, S. Y. (2010). Impact of stereotypes on intercultural communication: a Chinese perspective. *Asia Pacific Education Review*, 11(2): 243-252.
- Sharma, B. K. and Gao, S. (2021). *Language and Intercultural Communication in Tourism Critical Perspectives*. Routledge.
- Ting-Toomey, S., & Chung, L. (2021). *Understanding intercultural communication* (3rd ed.). Oxford University Press.
- Zhu, H. (2010). Language socialization and interculturality: Address terms in intergenerational talk in Chinese diasporic families. *Language and Intercultural Communication*, 10(3), 189-205

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on <https://pla.ln.edu.hk/>.