



JPS 816

Issues in Intercultural Communication

S1 External 2014

Dept of International Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

Tomoko Koyama

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Contact via tomoko.koyama@mq.edu.au

Credit points

4

Prerequisites

(12cp in JPS units at 300 level) or admission to PGCertArts in Intercultural Language Pedagogy

Corequisites

Co-badged status

Unit description

This unit examines distinctive features of Japanese language and culture from an intercultural perspective. Special attention will be given to cultural values and attitudes that govern utterances. The unit adopts heuristic approaches. Students will work on small projects by applying theories of intercultural communication to various text types.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate an enhanced depth and breadth of language acquisition theories within and beyond IcLL theoretical framework

Utilise prior experience of LOTE teaching and apply their knowledge to integrate and synthesise changing needs of syllabus design.

Systematically analyse aspects of Japanese culture from sociolinguistic perspective

Communicate effectively in various formats their view of teaching by incorporating IcLL paradigm

Will be ethically aware and confident in disseminating the role of 'third place', an

intercultural position, in classroom

Demonstrate a high standard of discernment to engage in teaching design based in evidence and research

Assessment Tasks

Name	Weighting	Due
<u>Discussion</u>	5%	Weekly
<u>Weekly Mini-Assignments</u>	50%	Sunday 5pm of each week
<u>Semester Project</u>	30%	Wednesday 18 June
<u>Quiz</u>	15%	Weekly

Discussion

Due: **Weekly**

Weighting: **5%**

Discussion is a shared field with peer students. It is a weekly opportunity for students to reflect on the studied topic and to offer feedback to others.

On successful completion you will be able to:

- Demonstrate an enhanced depth and breadth of language acquisition theories within and beyond IcLL theoretical framework
- Utilise prior experience of LOTE teaching and apply their knowledge to integrate and synthesise changing needs of syllabus design.
- Systematically analyse aspects of Japanese culture from sociolinguistic perspective
- Communicate effectively in various formats their view of teaching by incorporating IcLL paradigm
- Will be ethically aware and confident in disseminating the role of 'third place', an intercultural position, in classroom
- Demonstrate a high standard of discernment to engage in teaching design based in evidence and research

Weekly Mini-Assignments

Due: **Sunday 5pm of each week**

Weighting: **50%**

Students are expected to respond to the assignment task relevant to each week's topic. The main purpose of this exercise is to re-enforce the student's learning on the specific topic.

On successful completion you will be able to:

- Demonstrate an enhanced depth and breadth of language acquisition theories within and beyond IcLL theoretical framework
- Utilise prior experience of LOTE teaching and apply their knowledge to integrate and synthesise changing needs of syllabus design.
- Systematically analyse aspects of Japanese culture from sociolinguistic perspective
- Communicate effectively in various formats their view of teaching by incorporating IcLL paradigm
- Will be ethically aware and confident in disseminating the role of 'third place', an intercultural position, in classroom
- Demonstrate a high standard of discernment to engage in teaching design based in evidence and research

Semester Project

Due: **Wednesday 18 June**

Weighting: **30%**

Students are expected to research and examine teaching resources relevant to IcLL classroom teaching. The main purpose of this exercise is to evaluate how 'realia' can be effectively incorporated in classroom to promote 5 key principles of IcLL pedagogical framework.

On successful completion you will be able to:

- Demonstrate an enhanced depth and breadth of language acquisition theories within and beyond IcLL theoretical framework
- Utilise prior experience of LOTE teaching and apply their knowledge to integrate and synthesise changing needs of syllabus design.
- Systematically analyse aspects of Japanese culture from sociolinguistic perspective
- Communicate effectively in various formats their view of teaching by incorporating IcLL paradigm
- Will be ethically aware and confident in disseminating the role of 'third place', an intercultural position, in classroom
- Demonstrate a high standard of discernment to engage in teaching design based in evidence and research

Quiz

Due: **Weekly**

Weighting: **15%**

Quiz questions are designed to monitor the learning progress of assigned texts. Texts will be provided on iLearn (e.g. Report in Intercultural Language Learning by DEST, Australian Government). Quiz questions can be found in each week's folder with detailed instructions. Each quiz consists of average of 5 questions.

On successful completion you will be able to:

- Demonstrate an enhanced depth and breadth of language acquisition theories within and beyond IcLL theoretical framework
- Utilise prior experience of LOTE teaching and apply their knowledge to integrate and synthesise changing needs of syllabus design.

Delivery and Resources

This unit is delivered fully online. All relevant resources will be uploaded on iLearn.

Unit Schedule

Week 1	Introduction
Week 2	Function of Language
Week 3	What is Intercultural Communication?
Week 4	Intercultural Communication from Anthropological Perspective
Week 5	Lost in translation
Week 6	Interacting in Society 1
Week 7	Interacting in Society 2
Week 8	Expressing in Society
Week 9	Non-verbal Communication
Week 10	Aspect of Japan: Environment
Week 11	Language and Mind
Week 12	Putting things together: IcLL in classroom

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a enhanced depth and breadth of language acquisition theories within and beyond IcLL theoretical framework
- Utilise prior experience of LOTE teaching and apply their knowledge to integrate and synthesise changing needs of syllabus design.
- Systematically analyse aspects of Japanese culture from sociolinguistic perspective

Assessment tasks

- Discussion
- Weekly Mini-Assignments
- Semester Project
- Quiz

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Utilise prior experience of LOTE teaching and apply their knowledge to integrate and synthesise changing needs of syllabus design.
- Will be ethically aware and confident in disseminating the role of 'third place', an intercultural position, in classroom

Assessment tasks

- Discussion
- Weekly Mini-Assignments
- Semester Project

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Utilise prior experience of LOTE teaching and apply their knowledge to integrate and synthesise changing needs of syllabus design.
- Systematically analyse aspects of Japanese culture from sociolinguistic perspective
- Communicate effectively in various formats their view of teaching by incorporating IcLL paradigm
- Will be ethically aware and confident in disseminating the role of 'third place', an intercultural position, in classroom
- Demonstrate a high standard of discernment to engage in teaching design based in evidence and research

Assessment tasks

- Discussion
- Weekly Mini-Assignments
- Semester Project

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual

formats.

This graduate capability is supported by:

Learning outcomes

- Communicate effectively in various formats their view of teaching by incorporating IcLL paradigm
- Will be ethically aware and confident in disseminating the role of 'third place', an intercultural position, in classroom
- Demonstrate a high standard of discernment to engage in teaching design based in evidence and research

Assessment tasks

- Discussion
- Weekly Mini-Assignments
- Semester Project

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Communicate effectively in various formats their view of teaching by incorporating IcLL paradigm
- Will be ethically aware and confident in disseminating the role of 'third place', an intercultural position, in classroom
- Demonstrate a high standard of discernment to engage in teaching design based in evidence and research

Assessment tasks

- Discussion
- Weekly Mini-Assignments
- Semester Project

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Communicate effectively in various formats their view of teaching by incorporating IcLL paradigm
- Will be ethically aware and confident in disseminating the role of 'third place', an intercultural position, in classroom
- Demonstrate a high standard of discernment to engage in teaching design based in evidence and research

Assessment tasks

- Discussion
- Weekly Mini-Assignments
- Semester Project

Departmental Policy on Late Submission of Assignments

Assignments are compulsory and must be submitted on time. As a general rule, extensions will not be granted without a valid and documented reason (e.g. medical certificate). Late submissions will be penalised by 5% for each day (including weekends) the assignment task is late. No assignments will be accepted after assignments have been corrected and feedback has been provided. Assignment tasks handed in early will not be marked and returned before the due date.