



LING903

Languages and Cultures in Contact

S1 External 2015

Dept of Linguistics

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	10
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	12

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General Information

Unit convenor and teaching staff

Unit Convenor

Verna Rieschild

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Credit points

4

Prerequisites

Admission to MAppLing or MAppLingTESOL or MAusLEngInt or PGDipAusLEngInt or MTransInter or MTransInterMAppLing or MTransInterMIntRel or MTransInterMAppLingTESOL or MIntPubDip

Corequisites

Co-badged status

Unit description

Increasing globalisation, internationalisation, and migration provide an imperative to develop awareness and understanding of the theories and issues associated with linguistic diversity. Based in the field of Anthropological Linguistics, this unit investigates 'Language' and 'languages', 'Society' and 'societies', and 'Culture' and 'cultures' – seeing language as a tool rather than simply a mirror, and "language as a cultural resource and speaking as cultural practice" (Duranti 1997). The content and activities of this unit focus on how worldview influences the lexicon of a group and how group values, beliefs and practices generate, maintain, and transform norms of interaction within a culture.

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:

Identify, explain and describe regional and social variation within a language

Understand and apply where relevant theories relevant to language and society links

and language and culture links

Analyse data in order to identify and differentiate and explain cultural, psychological, and social dimensions of interaction

Analyse data in order to identify, interpret and explain culture-specific aspects of vocabulary, interaction norms, and genres.

Examine your everyday lives and identify and explain culturally motivated behaviours.

Create and produce a range of relevant written genres (blogging; annotated bibliographies; critiques; narrative observations) and a research essay).

General Assessment Information

All assignments to be submitted online.

EXTENSIONS FOR LATE WORK

Where a student knows ON or BEFORE THE DUE DATE that he/she cannot submit the assignment on the due date because of illness or other certified personal difficulties, the student is entitled to ask for an extension for that piece of work. The extension means that no marks will be deducted for lateness. In order to receive an extension, we ask students to email a scanned copy of their medical certificate or counsellor's letter to the convener via the Dialogue part of the online unit. In these cases, the student is only entitled to an extension for the period mentioned in the certificate or letter.

LATE SUBMISSIONS:

To help students submit their work in a timely fashion, assignment details are available at least three weeks before the submission date.

If the convener has not granted an extension due to certificated medical problems or to 'unavoidable disruption' prior to the day of submission, a late submission will mean that there will be a 5% deduction for the first day, and a 1% deduction for each subsequent day late, including the day on which the late submission was received. Weekends and public holidays are included. For example:

Final Mark	< Raw Mark	< Deduction	< DAYS LATE	< Received	< Date Due
58%	65%	7%	3	Monday 17th	Friday 14th

Assessment Tasks

Name	Weighting	Due
<u>Assessment 1</u>	46%	5/6/2015
<u>Assignment 2</u>	24%	ongoing wks 2-12

Name	Weighting	Due
<u>Assignment 3</u>	30%	wk 7 and wk 13

Assessment 1

Due: **5/6/2015**

Weighting: **46%**

Word limit: 2,500 -3,000 words (excludes references and data extracts)

TOPIC: report on real world or library research project on a topic relevant to the links between language and culture.

For information on late or non-submission of assignments, please see LING903 Unit Guide, posted on the LING903 ilearn unit

On successful completion you will be able to:

- Identify, explain and describe regional and social variation within a language
- Understand and apply where relevant theories relevant to language and society links and language and culture links
- Analyse data in order to identify and differentiate and explain cultural, psychological, and social dimensions of interaction
- Analyse data in order to identify, interpret and explain culture-specific aspects of vocabulary, interaction norms, and genres.
- Create and produce a range of relevant written genres (blogging; annotated bibliographies; critiques; narrative observations) and a research essay).

Assignment 2

Due: **ongoing wks 2-12**

Weighting: **24%**

1. Completion Certificates

a. Research Ethics: from Macquarie University Ethical Research Online Module

http://www.mq.edu.au/ethics_training/

b. Academic Honesty

Although you do not receive marks for this assignment, it is required work for completion of this unit.

NO MARKS. However, you must complete this module to pass this unit.

2. Discussion Board Posts: 20/3/16 and 15/5/15 24% 750 words each.

Post 1: Week 4: read Chapter 3 “Schemas, Face and Politeness” in Bowe, Martin and Manns

2014 “Communication Across Cultures”, then in maximum 750 words, answer Question 3.c. on page 68.

Post 2: Week 10: read Chapter 8 “Cultural differences in Writing” in Bowe, Martin and Manns 2014 “Communication Across Cultures”, then in maximum 750 words, answer Question 3.c. on page 181.

On successful completion you will be able to:

- Identify, explain and describe regional and social variation within a language
- Understand and apply where relevant theories relevant to language and society links and language and culture links
- Analyse data in order to identify and differentiate and explain cultural, psychological, and social dimensions of interaction
- Analyse data in order to identify, interpret and explain culture-specific aspects of vocabulary, interaction norms, and genres.
- Examine your everyday lives and identify and explain culturally motivated behaviours.
- Create and produce a range of relevant written genres (blogging; annotated bibliographies; critiques; narrative observations) and a research essay).

Assignment 3

Due: **wk 7 and wk 13**

Weighting: **30%**

Provides an opportunity for students to demonstrate their understanding of unit content.

Any student who misses the quiz for unavoidable reasons (need supporting certificate) will be eligible to do a make up quiz during the examination period.

For information on late or non-completion of assignments, please see LING903 Unit Guide, posted on the LING903 ilearn unit.

On successful completion you will be able to:

- Understand and apply where relevant theories relevant to language and society links and language and culture links
- Analyse data in order to identify and differentiate and explain cultural, psychological, and social dimensions of interaction
- Analyse data in order to identify, interpret and explain culture-specific aspects of vocabulary, interaction norms, and genres.
- Examine your everyday lives and identify and explain culturally motivated behaviours.

Delivery and Resources

Technologies required

Students need to use CIT tools and devices when preparing assignments and in class (for on campus students). The research essay may involve analysis of recorded data, so students will need to have their own devices for recording short snatches of communication or rituals.

Teaching and Learning Strategies

Each week, students can access content from the ilearn LING903 unit and prepare for the class activities each week. Online unit module, readings (available through library E-Reserve); video lectures; interactive classes for on-campus students and online tutorials for distance students; interaction with online discussions. Materials are shared by distance and on campus students.

Unit Webpage

The LING903 website has a range of resources, including lecture notes/videos, weekly tasks (to be carried out either independently with Online students or in face to face classes with On-Campus students), and online blogs.

To login to the website, go to the URL below. Students have access to the website from March 2014 till late June 2014

<https://ilearn.mq.edu.au>

There are also links to advice and assistance in the left column of this web page.

ANY CHANGES? Aspects of the assessment tasks vary from year to year.

Aspects of the flipped classroom have been incorporated into the design of the syllabus for LING903.

Required and Recommended Texts and/or Materials

Text book ** (closed Reserve) Piller , I. 2011. *Intercultural Communication: A critical Introduction*. Edinburgh: EUP

Weekly Readings

Theme 1 Linguistic Variation in Society and Culture

Week 1 1.1. Language in Society

Video Lecture: Sociolinguistics: Language, Dialect, and Variety. <http://youtu.be/ji6vURnWfrk>

Reading

(e) Zhang, Qing 2008. Rhotacization and the 'Beijing Smooth Operator': The social meaning of a linguistic variable. *Journal of Sociolinguistics* (12) 2: 201–222.

(e) Precht Kristen 2008. Sex similarities and differences in stance in informal American conversation *Journal of Sociolinguistics* (12)1: 89–111.

Piller, I 2011 *Intercultural Communication: A critical Introduction*. Edinburgh: EUP :pp9-15 and

pp18-28. *What is Culture?*

Week 2 1.2. Language and Culture

Views on how language structures/reflects thought.

Video Lecture. “The science of linguistic relativity explained by Sapolsky” <iframe width="560" height="315" src="/var/www/mortice/releases/20240429055004/public///www.youtube.com/embed/6Si1LiJKts0" frameborder="0" allowfullscreen></iframe>

Video: Language and Reality <iframe width="560" height="315" src="/var/www/mortice/releases/20240429055004/public///www.youtube.com/embed/zOHvsINI-WI" frameborder="0" allowfullscreen></iframe>

Readings

(e) Wolff, Phillip and Kevin J. Holmes. 2010. Linguistic Relativity Wiley Interdisciplinary Reviews: Cognitive Science (2)3: 253–265.

Piller, I 2011 *Intercultural Communication: A critical Introduction*. Edinburgh: EUP :Ch 9 (on Cultural Stereotypes)

Theme 2 Culture and Semantics

Week 3 2.i. The power of words: linguistic taboos

(e) Qanbar, N. 2011. A sociolinguistic study of the linguistic taboos in the Yemeni society. MJAL, 3(2), 86-104.

(e) Hongxu H., and T. Guisen. 1990. A sociolinguistic view of linguistic taboo in Chinese. International Journal of the Sociology of Language, 81, 63-85.

(e) Kallio, T. (2007) Taboos in Corporate Social Responsibility Discourse. *Journal of Business Ethics* 74, 165-175

Week 4 2. ii. Culture and Vocabulary

VIDEO Lecture Genealogy basics: draw your family tree “Kinship: 25 concepts in Anthropology” N. Herriman. <http://youtu.be/axrx6KzRGig>

Video for discussion Streamed: Video for Discussion: Land, kinship & culture c1999 <http://www.vea.com.au.simsrad.net.ocs.mq.edu.au/vLearn/Player/FGdcnkT5.aspx>

(e) Ye, Zhengdao. 2004. Chinese categorization of interpersonal relationships and the cultural logic of Chinese social interaction: An indigenous perspective. *Intercultural Pragmatics* 1(2), 211-230.

(e) Piller, I 2011 *Intercultural Communication: A critical Introduction*. Edinburgh: EUP :Chapter 4

Theme 3. Culture and Pragmatics

Week 5 3.1. Non verbal communication

Video 1: “American hand Gestures in Different Cultures” <iframe width="560" height="315" src="/var/www/mortice/releases/20240429055004/public///www.youtube.com/embed/

OWFPHW7BCCI" frameborder="0" allowfullscreen></iframe>

Video 2: Desmond Morris: "Gestures Across Cultures" <iframe width="420" height="315" src="/var/www/mortice/releases/20240429055004/public/www.youtube.com/embed/pxoB6MhmbIq" frameborder="0" allowfullscreen></iframe>

(e) Shahshahani, Soheila 2010. Thought Short Report: Body as a means of non-verbal communication in Iran- *International Journal of Modern Anthropology* (1)1: 65-81. Available at: http://www.ata.org.tn/fichier_PDF/Article4.pdf

Week 6 **3.2. Culture in everyday interactions:**

Video Lecture: TED Talk: Culture, Communication and everyday life. By Saba Safdar <http://youtu.be/FaOJ71czAGQ>

(e) Hatfield, H. & Hahn, J. 2011. What Korean apologies require of politeness theory, *Journal of Pragmatics*, (43) 5: 1303-1317.

(e) Ohashi, Jun. 2008. "Linguistic rituals for thanking in Japanese: balancing obligations" *Journal of Pragmatics* , (40)12:2150-2174

(e) Piller, I 2011 *Intercultural Communication: A critical Introduction*. Edinburgh: EUP :pp 76-83
Culture, Language and power (Hofstede)

Stereotypes:

MID SEMESTER BREAK 13-26TH APRIL 2014

Week 7 **3.2. Culture and communication in health provider settings**

(e) Flores, Glenn; Jennifer Rabke-Veran; Whitney Pine; and Ashu Sabharwal. 2002. The importance of cultural and linguistic issues in the emergency care of children. *Pediatric Emergency Care*. 18(4):271-284.

(e) Westby, C. 2009. Considerations in working successfully with culturally/linguistically diverse families in assessment and intervention of communication disorders. *Seminars in Speech and Language*, (30): 279-289.

(e) Hanssen, Ingrid and Lise-Merete Alpers. 2010. Interpreters in Intercultural Health Care Settings: Health professionals' and professional interpreters' cultural knowledge, and their reciprocal perception and collaboration *Journal of Intercultural Communication* (23).

**Piller, Ingrid 2011 *Intercultural Communication: a Critical Introduction*. Edinburgh: EUP. pp 42-43; 137- 138; and 151-154.

Week 8 **3.3. Culture and communication in business settings**

(e) Hultgren, A. K. (2011) 'Building Rapport with customers around the world: The globalisation of a call centre speech style' *Journal of Sociolinguistics*. 15(1) 2011: 36-64

**Piller, Ingrid. 2011 *Intercultural Communication: a Critical Introduction*. Edinburgh: EUP. Ch 6

Week 9 3.4. Teaching, learning, and access to knowledge.

(e) Jin, L., and M. Cortazzi. 2006. Changing practices in Chinese cultures of learning. *Language, Culture and Curriculum*, 19 (1), 5-20.

(e) Hue, M. 2007. The influence of classic Chinese philosophy of Confucianism, Taoism and Legalism on classroom discipline in Hong Kong junior secondary schools. *Pastoral Care in Education*, 25 (2): 38-45.

**Piller, Ingrid 2011 *Intercultural Communication: a Critical Introduction*. Edinburgh: EUP. Pp163-7. Ch 10

Week 10 3.6. Cross cultural variation in text organization in writing

(e) Connor, Ulla. 2002. New Directions in Contrastive Rhetoric. *TESOL Quarterly*, (36)4:493-510.

(e) Hsi-Chin Janet Chu, Janet Swaffar and David H. Charney. 2002. 'Cultural Representations of Rhetorical Conventions: The Effects on Reading Recall'. *TESOL Quarterly*, (36)4: 511-541.

Theme 4 Translating culture

Week 11 4.1. Challenges for the translator

Video Lecture (start at 3:23): Translating poetry in the Age of Prose
http://youtu.be/_t0EXjcVgVk

(e) Cacchiani, Silvia. 2006. Dis/Similarities between Patient Information Leaflets in Britain and Italy: Implications for the Translator *NEW VOICES* (2)28-43(A good intro to speech act theory as well)

Week 12 4.2. Strategies translators can use

(e) Cloete, Willie; and Marita Wenzel. 2007. Translating culture: Matthee's *Kringe* in 'n bos as a case in point. *Literator*, Dec2007, Vol. 28 Issue 3, p1-26 (good description of strategies)

(e) Ettobi, Mustapha. 2006. Cultural Representation in Literary Translation: Translators as Mediators/Creators. *Journal of Arabic Literature*, 2006, Vol. 37 Issue 2, p206-229 (particularly from p 213)

Theme 5. Developing cross cultural awareness, sensitivity and skills

Week 13: Intercultural Communication Training

Video Lecture: Globalization in Education: Methods for intercultural training <http://youtu.be/dd-bfM3iZ-U>

Reading

(e) Perry, Laura B and Leonie Southwell. 2011. Developing intercultural understanding and skills: models and approaches. *Intercultural Education* (22) 6: 453-466

(e) Byram, M. & Feng, A. (2005). Teaching and researching intercultural competence. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning* (pp911-930). Mahwah, NJ: Lawrence Erlbaum

(e) Liddicoat, A. (2008). Pedagogical practice for integrating the intercultural in language teaching and learning. *Japanese Studies*, 28(3), 277-290

(on the web) Conseil de l'Europe/ Council of Europe: Developing the intercultural dimension in language teaching - a practical introduction for teachers. Available at http://www.coe.int/t/dg4/linguistic/source/guide_dimintercult_en.pdf

Unit Schedule

Theme 1 Introduction to Linguistic Variation in Society and Culture

Week 1 1.1. Language in Society

Week 2 1.2. Language and Culture

Theme 2 Culture and Semantics

Week 3 2.i. The power of words: linguistic taboos

Week 4 2. ii. Culture and Vocabulary

Theme 3. Culture and Pragmatics

Week 5 3.1. Non verbal communication across cultures

Week 6 3.2. Culture in everyday interactions

MID SEMESTER BREAK

Week 7 3.3. Culture and communication in health care settings

Week 8 3.4. Culture and communication in business settings

Week 9 3.5. Culture and communication in educational settings

Week 10 3.6. Cross cultural variation in text organization

Theme 4. Translating culture

Week 11 4.1. Challenges for the translator

Week 12 4.2. Strategies translators can use

Theme 5. Cultural awareness, sensitivity and skills

Week 12 5. Intercultural Communication Training

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

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 - 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

- Identify, explain and describe regional and social variation within a language
- Understand and apply where relevant theories relevant to language and society links and language and culture links
- Analyse data in order to identify and differentiate and explain cultural, psychological, and social dimensions of interaction
- Analyse data in order to identify, interpret and explain culture-specific aspects of vocabulary, interaction norms, and genres.
- Examine your everyday lives and identify and explain culturally motivated behaviours.
- Create and produce a range of relevant written genres (blogging; annotated bibliographies; critiques; narrative observations) and a research essay).

Assessment tasks

- Assessment 1
- Assignment 2
- Assignment 3

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

- Identify, explain and describe regional and social variation within a language
- Understand and apply where relevant theories relevant to language and society links and language and culture links
- Analyse data in order to identify and differentiate and explain cultural, psychological, and social dimensions of interaction
- Analyse data in order to identify, interpret and explain culture-specific aspects of vocabulary, interaction norms, and genres.
- Examine your everyday lives and identify and explain culturally motivated behaviours.
- Create and produce a range of relevant written genres (blogging; annotated bibliographies; critiques; narrative observations) and a research essay).

Assessment tasks

- Assessment 1
- Assignment 2
- Assignment 3

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

- Identify, explain and describe regional and social variation within a language
- Understand and apply where relevant theories relevant to language and society links and language and culture links
- Analyse data in order to identify and differentiate and explain cultural, psychological, and social dimensions of interaction
- Analyse data in order to identify, interpret and explain culture-specific aspects of vocabulary, interaction norms, and genres.
- Examine your everyday lives and identify and explain culturally motivated behaviours.
- Create and produce a range of relevant written genres (blogging; annotated bibliographies; critiques; narrative observations) and a research essay).

Assessment tasks

- Assessment 1
- Assignment 2
- Assignment 3

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

- Identify, explain and describe regional and social variation within a language
- Understand and apply where relevant theories relevant to language and society links and language and culture links
- Analyse data in order to identify and differentiate and explain cultural, psychological, and social dimensions of interaction
- Analyse data in order to identify, interpret and explain culture-specific aspects of vocabulary, interaction norms, and genres.
- Examine your everyday lives and identify and explain culturally motivated behaviours.
- Create and produce a range of relevant written genres (blogging; annotated bibliographies; critiques; narrative observations) and a research essay).

Assessment tasks

- Assessment 1
- Assignment 2
- Assignment 3

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

- Identify, explain and describe regional and social variation within a language

- Understand and apply where relevant theories relevant to language and society links and language and culture links
- Analyse data in order to identify and differentiate and explain cultural, psychological, and social dimensions of interaction
- Analyse data in order to identify, interpret and explain culture-specific aspects of vocabulary, interaction norms, and genres.
- Examine your everyday lives and identify and explain culturally motivated behaviours.
- Create and produce a range of relevant written genres (blogging; annotated bibliographies; critiques; narrative observations) and a research essay).

Assessment tasks

- Assessment 1
- Assignment 2
- Assignment 3

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

- Identify, explain and describe regional and social variation within a language
- Understand and apply where relevant theories relevant to language and society links and language and culture links
- Analyse data in order to identify and differentiate and explain cultural, psychological, and social dimensions of interaction
- Analyse data in order to identify, interpret and explain culture-specific aspects of vocabulary, interaction norms, and genres.
- Examine your everyday lives and identify and explain culturally motivated behaviours.
- Create and produce a range of relevant written genres (blogging; annotated bibliographies; critiques; narrative observations) and a research essay).

Assessment tasks

- Assessment 1
- Assignment 2

- Assignment 3