# LING903

Languages and Cultures in Contact

S1 External 2015

Dept of Linguistics

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## Disclaimer

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General Information

Unit convenor and teaching staff
Unit Convenor
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verna.rieschild@mq.edu.au
Contact via verna.rieschild@mq.edu.au

Margaret Wood
margaret.wood@mq.edu.au

Credit points
4

Prerequisites
Admission to MAppLing or MAppLingTESOL or MAuslEngInt or PGDipAuslEngInt or MTransInter or MTransInterMAppLing or MTransInterMLIntRel or MTransInterMAppLingTESOL or MLntPubDip

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 http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. Identify, explain and describe regional and social variation within a language
2. Understand and apply where relevant theories relevant to language and society links and language and culture links
3. Analyse data in order to identify and differentiate and explain cultural, psychological, and social dimensions of interaction
4. Analyse data in order to identify, interpret and explain culture-specific aspects of vocabulary, interaction norms, and genres.
5. Examine your everyday lives and identify and explain culturally motivated behaviours.
6. 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:

<table>
<thead>
<tr>
<th>Final Mark</th>
<th>&lt; Raw Mark</th>
<th>&lt; Deduction</th>
<th>&lt; DAYS LATE</th>
<th>&lt; Received</th>
<th>&lt; Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>58%</td>
<td>65%</td>
<td>7%</td>
<td>3</td>
<td>Monday 17th</td>
<td>Friday 14th</td>
</tr>
</tbody>
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**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>46%</td>
<td>5/6/2015</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>24%</td>
<td>ongoing wks 2-12</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>30%</td>
<td>wk 7 and wk 13</td>
</tr>
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</table>
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.

This Assessment Task relates to the following 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.
- 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  
   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.
**Unit guide** LING903 Languages and Cultures in Contact

**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.

This Assessment Task relates to the following Learning Outcomes:

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

This Assessment Task relates to the following Learning Outcomes:

- 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


Weekly Readings

Theme 1 Linguistic Variation in Society and Culture

Week 1 1.1. Language in Society


Reading


Week 2 1.2. Language and Culture

Views on how language structures/reflects thought.
Unit guide LING903 Languages and Cultures in Contact

Video Lecture. “The science of linguistic relativity explained by Sapolsky”

Video: Language and Reality

Readings


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.


Week 4 2. ii. Culture and Vocabulary


Theme 3. Culture and Pragmatics

Week 5 3.1. Non verbal communication

Video 1: “American hand Gestures in Different Cultures”

Video 2: Desmond Morris: “Gestures Across Cultures”

Week 6  

3.2. Culture in everyday interactions:

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


Culture, Language and power (Hofstede)

Stereotypes:

MID SEMESTER BREAK  13-26TH APRIL 2014

Week 7  

3.2. Culture and communication in health provider settings


Week 8  

3.3. Culture and communication in business settings


Week 9  

3.4. Teaching, learning, and access to knowledge.


http://unitguides.mq.edu.au/unit_offerings/45519/unit_guide/print

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


**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


**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


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
Student Support

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://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 Enquiry Service

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au).

Equity Support

Students with a disability are encouraged to contact the [Disability Service](http://www.mq.edu.au/disability_services) who can provide appropriate help with any issues that arise during their studies.

IT Help


When using the University's IT, you must adhere to the [Acceptable Use Policy](http://www.mq.edu.au/it/policies/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
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- 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.
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• 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.
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• 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
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- 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.
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• 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.
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**Assessment tasks**

• Assessment 1
• Assignment 2
• Assignment 3