



ICOM821

Intercultural Communication

S2 Day 2016

Department of Media, Music, Communication and Cultural Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

Sabine Krajewski

sabine.krajewski@mq.edu.au

Contact via sabine.krajewski@mq.edu.au

Y3A 165H

Thurs after 3.30, please confirm your appointment via email.

Credit points

4

Prerequisites

Admission to MBiotech or MBiotechMCom or MIntBusMIntComm or MIntComm or MIntCommMIntRel or MIntRel or MLabQAMgt or MCrMedia or MFJ or MIntPubDip or GradDipIntRel

Corequisites

Co-badged status

Unit description

Lectures and tutorials in this unit are organised around key issues in intercultural communication such as identity, power, globalisation, culture transition, taboo, and intercultural communication problems. Selected readings introduce key theories in the field and identify areas where intercultural communication takes place (business, multicultural communities, politics). In class, we draw upon current affairs in exploring particular settings in which intercultural skills are of vital importance. The unit reader presents a collection of key texts but there is strong emphasis on practical work where strategies of successful intercultural communication in interpersonal and international situations are being assessed.

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 the disciplinary knowledge of the meaning of 'culture', and reflect that knowledge in an awareness of students' own cultural identity and development of intercultural empathy

Analyse critically and evaluate the differences in verbal and non-verbal communication styles across cultures

Demonstrate a clear understanding and broad knowledge of the key theories, scholars and debates in the field of intercultural communication

Identify, interpret and communicate the broad and specific arguments contributing to intercultural knowledge and experience.

Apply the theoretical modes of understanding the broad arguments underpinning the key theories, to everyday life

Apply intercultural theory and research techniques to specific field work

General Assessment Information

Please note: Dates and times for assignment submission are in the **due dates document** on ilearn. Your essay needs to be uploaded to turnitin as well as handed in as hard copy with signed coversheet to the appropriate box in Y3A (see exact location on ilearn) by the due date. There will be a link where your presentation summaries can be uploaded on ilearn. You can do this until one week after your group presentation. There is no link for your Intercultural Sydney project, you can hand it in directly to me in class on or before the due date. Extensions for any assignment due to serious disruption of study need to be applied for online via student portal.

Late assignments will be penalized as follows:

Tasks 10% or less. No extensions will be granted. Students who have not submitted the task prior to the deadline will be awarded a mark of 0 for the task, except for cases in which an application for Disruption to Studies is made and approved.

Tasks above 10%. Students who submit late work without an extension will receive a penalty of 10% per day. This penalty does not apply for cases in which an application for Disruption to Studies is made and approved.

Assessment Tasks

Name	Weighting	Due
<u>Group Presentation</u>	30%	TBA
<u>Participation</u>	10%	Ongoing
<u>Essay</u>	35%	Week 9
<u>Intercultural Sydney</u>	25%	Week 12

Group Presentation

Due: **TBA**

Weighting: **30%**

Group Presentation on a subject within our 5 key areas of study (identity, taboo, intercultural competence, power, intercultural conflict) plus short individual summary of your contribution to the presentation (300w). You may refer to the reader in preparation of your group presentation, but you need to consult additional materials. Ideally your presentation (no electronic support) takes no more than 1hr of the tutorial time. Each member of the group may present for 5-7 minutes. Make sure to involve the rest of the class in your presentation; this can be achieved by giving them a task to do in class or by introducing a game. In the written summary, you may want to comment on how your group went about putting the presentation together and anything about the group work that you find interesting, but you also need to include your most important findings and indicate the sources you consulted. Your summary needs to be referenced.

Note: Presentation groups need to be different from the teams working on Intercultural Sydney projects, work with different students for each task..

Marking Criteria for group presentations

HD

D

CR

P

F

Topic

Resourceful use of materials to introduce topic;

Excellent choice of practical examples

Use of different sources/materials to introduce topic;

Good practical examples

Critical view of texts in reader and/or of other related material ;

Some examples introduced

Text in course reader well summarized;

Some practical examples

Not well connected to topic of the week, all info taken from reader

Theoretical background

Critical evaluation of theory;

introduction of theoretical aspects not mentioned in class before;

good application of theory (eg current affairs, case studies)

Critical evaluation of theory;

some application of theory (examples of current affairs, case studies)

Team correctly explains and uses known theory to back up presentation

Little or no theory

(Students use anecdotal evidence rather than theory)

Presentation style

Free speech (notes ok)

Lively presentation and animated discussion

Innovative use of space and materials, close connection and interaction among presenters

Free speech (notes ok), clearly presented, innovative use of space and materials; good interaction between partners

Fairly free speech, group members use time evenly;

Lively, different modes of presentation, good coordination between team members

Clear presentation but read from script or at times incoherent/hard to follow. Presentation shows little coordination between team members

Read from script, not well coordinated between partners, difficult to follow, flawed content

Involvement of group

Creative idea that engages rest of the class and helps them understand the issue presented

Skilful use of expertise in the room

Creative idea that engages rest of the class and helps them understand the issue presented

Includes activity to involve rest of the class in the presentation

Some effort to involve class but mainly presented by team

Little involvement of other students or reduced to question/answer

On successful completion you will be able to:

- Demonstrate the disciplinary knowledge of the meaning of 'culture', and reflect that

knowledge in an awareness of students' own cultural identity and development of intercultural empathy

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- Apply intercultural theory and research techniques to specific field work

Participation

Due: **Ongoing**

Weighting: **10%**

Participation in tutorials is compulsory. You also need to attend lectures regularly, it will affect your participation mark if you do not attend lectures.

Criteria: students need to regularly attend lectures and tutorials (80% each), complete essential readings for each week and add to group discussions during tutorials.

HD

D

Cr

P

F

>80% attendance

always punctual

>80% attendance

always punctual

>75% attendance

always punctual

>75% attendance,

mostly punctual

poor attendance

regular and productive participation and

significant contribution during tutes

has done most or all readings before class and has used additional sources to prepare for class

regular participation and

significant contribution during tutes

has done most or all readings before class

regular participation

has done most readings before class

some participation,

has done some of the readings before class

no participation

On successful completion you will be able to:

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- Apply the theoretical modes of understanding the broad arguments underpinning the key theories, to everyday life

Essay

Due: **Week 9**

Weighting: **35%**

Write an essay (2,500-3,000 words). Please refer to our website for essay guidelines and essay questions. Make sure to use in-text citations and include a reference list.

Marking Criteria Essay 821

HD

D

Cr

P

F

structure

Distinct but well connected intro, body and conclusion; paragraphs for each new topic/thought,

Conclusion clearly addresses author's argument and rounds off the essay

Clear intro, body and conclusion; paragraphs for each new topic/thought,

Conclusion clearly supports author's argument

Recognisable introduction, body and conclusion,

Conclusion confirms author's view

Recognisable introduction, body and conclusion though inappropriate length of either part, conclusion does not go beyond summary

No clear structure, no recognisable structure of thought or argument

referencing

Consistent and correct referencing; complete reference list; uses well chosen sources beyond reader, well balanced (books/journals, internet) appropriate amount

Consistent referencing; complete reference list; uses sources beyond reader, well balanced (books/journals, internet) appropriate amount

Consistent referencing; complete reference list sources beyond reader

Inconsistencies in referencing or incomplete ref. list, most sources from internet or reader

Inappropriate or no referencing, badly composed or no reference list

Argument

Clear and well thought through argument, excellent support by use of theoretical framework and relevant scholars

Clear argument well supported by theoretical framework and relevant scholars

Clear argument but not well supported

or

Many relevant scholars discussed but no own argument

Some argument but inconsistent, scholars/theories referred to but not always conclusive or relevant

Merely a summary of what others have said

Or

Own argument but unsupported

relevance

Fully answers the essay question, uses valid background info and relevant examples to support line of argument

Fully answers the essay question, introduces valid background info, relevant examples

Answers essay q but does not include much background information or examples

Answers essay question to large extend,

No relevant examples or background info

Does not address essay question

originality

Distinct and well formulated hypothesis, suitable integration of secondary literature, critical approach

Has own hypothesis, integrates other scholars, uses critical approach

Some critical approach, some good use of other scholars

Solid evaluation of topic but no critical approach. Use of other scholars as in literature review

Not a valid discussion of topic (subjective view only)

Late penalty:

Tasks 10% or less. No extensions will be granted. Students who have not submitted the task prior to the deadline will be awarded a mark of 0 for the task, except for cases in which an application for Disruption to Studies is made and approved.

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Intercultural Sydney

Due: **Week 12**

Weighting: **25%**

In groups of 2 or 3, find a situation where intercultural communication takes place and show how it is used. You may analyse a website that promotes a language institute, look at the promotion of an intercultural event, compare Sydney suburbs, analyse multicultural events organised by the council, or choose to analyse intercultural communication in a company. You may want to pick an intercultural event and attend it yourselves, and interview others who also visit the event. In the end, connect your findings to a theoretical framework we have discussed in class. Your summary needs to reflect your research method and it should clearly present the results of your research. Note: It is essential to partner with another student from a different cultural and linguistic background. If you are a team from very similar backgrounds, find a third person to work with you. You need to inform me about the nature of your project in advance because you may need information and consent forms approved by the university's ethics committee. Put your findings into a short paper (there is no word limit, usually students write around 1,500 words for a group of 3) and don't forget to attach your references.

Intercultural Sydney criteria

Intercultural Sydney

HD

D

Cr

P

F

project

Innovative idea, manageable timeframe, clear research question and research outcome that may be expanded and may be useful in intercultural contexts

Innovative idea, manageable timeframe, clear research question and research outcome

Suitable project idea, clear research question and some valid outcome

Suitable project idea but vague research question or outcome

Unsuitable project to research intercultural communication, too small or too large for timeframe, no clear research question/outcome

teamwork

Competent team work: early sharing with class, either during tute or on ilearn; strategic planning of project and written report as a team, finding solutions to problems, appreciation of intercultural teamwork as part of assessment

Competent team work: strategic planning of project and written report as a team, finding solutions to problems, appreciation of intercultural teamwork as part of assessment

Good approach to dividing tasks and solving problems as a team. Acknowledgement of intercultural teamwork as part of assessment

Visible effort to work as a team,

Some awareness of intercultural teamwork as part of assessment

Failure to work as a team, visibly separate parts of project pasted together or open dispute about who does what that cannot be solved by the team

Research technique and theoretical framework

Research clearly set in suitable theoretical framework, critically explored and tested research question critical analysis of results

Critical reflection on intercultural issues in everyday life

Argument supported by using suitable research methods and relevant sources

Research clearly set in suitable theoretical framework, critically explored and tested research question

Argument supported by using suitable research methods and relevant sources

Good reference to theories and scholars, well researched topic and suitable research method

Largely descriptive written account of project with some theoretical background but sketchy research method

No theoretical framework or references to related research, no suitable research method

On successful completion you will be able to:

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- Apply intercultural theory and research techniques to specific field work

Delivery and Resources

Lecture: Tuesday 10.00-11.00 E5A160

Tutorial: Tuesday 11.00-12.30 Soft room (C4A 407)

Tutorial: Tuesday 2.00-3.30 Soft room (C4A 407)

Students are required to log onto ilearn at least once a week. This is where information is shared, links to readings are provided, updates given. Please get the prescribed textbook (Jackson, Jane, 2014. *Introducing Language and Intercultural Communication*. London, New York: Routledge.) from the coop and read the relevant chapters before each tutorial.

Unit Schedule

Essential readings for this unit:

Textbook: Jackson, Jane (2014) *Introducing Language and Intercultural Communication*. London, New York: Routledge

Drobnick, J. (ed) (2006) *The Smell Culture Reader*. Oxford, New York: Berg

Guibernau, M. and J. Rex (ed.) (2010) *The Ethnicity Reader. Nationalism, Multiculturalism & Migration*. Cambridge: Polity Press

Jandt, E. (ed) (2010) *An Introduction to Intercultural Communication: Identities in a Global Community*. London: Sage

Samovar, Larry A., Porter, Richard E. and Edwin R. McDaniel (2011) *Intercultural Communication: A Reader*. Boston: Wadsworth

Week 1	Introduction: In this session we will look at the course outline and make final adjustments according to students' input. Subjects for group presentations will be introduced so that you can think about which topic you would like to work on.
Week 2	Definitions of culture, communication and intercultural communication. We will explore different theories in intercultural communication and assess their usefulness in intercultural settings
Week 3	Emotional Intelligence and intercultural friendship. Our focus is on the meaning of "friendship" and the opportunities and challenges of intercultural relationships. Read the additional article on the world of 'smell cultures'!
Week 4	<p>Identity</p> <p>Identity is one of the key issues in this course. This week we will discuss different concepts of identity and identity changes in a global setting.</p> <p>Identity group presents</p>
Week 5	<p>Identity and social cognition</p> <p>Continuing with our work on identity, we will study social cognitive processes.</p>
Week 6	<p>Cultural transition and Global Citizenship</p> <p>This week is dedicated to topics around cultural transition. We will examine the factors that contribute to culture shock and identify strategies that may facilitate moving from one culture to another. Is global citizenship a theoretical concept or a viable way of life? Revision of 'cultural intelligence' and 'intercultural competence'.</p> <p>Transition group presents</p>
Week 7	<p>Taboo and censorship</p> <p>In intercultural communication, the knowledge about taboo areas and about how to handle taboo breaches is vital. This week we will identify general and culture-specific taboos and concentrate on <i>language and taboo</i>. Read the additional article on taboo.</p> <p>Taboo group presents</p>
Week 8	<p>Intercultural Communication in the workplace</p> <p>In business situations it is important to be prepared for culture-related clashes and to be able to arrive at a level of mutual understanding.</p>
Week 9	<p>class race and gender</p> <p>We will start with the concept of class in exploring how social attitudes and mechanisms affect communication. Pierre Bordieu's theories on the power of education will provide a starting point for discussion.</p> <p>Essay due this Wed</p>

Week 10	<p>The notion of power</p> <p>Power structures are yet another central issue in intercultural communication. We will examine concepts of power and the role power structures play in various intercultural settings.</p> <p>Power group presents</p>	
Week 11	<p>Conflict and communication</p> <p>This week is dedicated to clashes between different approaches. Conflict that is based on cultural differences can be solved via effective communication. The lecture will focus on the construction of race and the implications for intercultural communication.</p> <p>Conflict group presents</p>	
Week 12	<p>The final part of the class race gender trilogy will be today's lecture on gender constructions in different parts of the world.</p> <p>Note: Intercultural Sydney projects are due this week.</p>	
Week 13	<p>Global culture/ global citizenship</p> <p>In our last session we will discuss and evaluate Intercultural Sydney experiences.</p>	

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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.

Additional information

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/departments/media_music_communication_and_cultural_studies/

MMCCS Session Re-mark Application <http://www.mq.edu.au/pubstatic/public/download/?id=167914>

Information is correct at the time of publication

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](#)

If you know that you need support (for example language support) and cannot find what you are looking for, seek advice from ICOM staff as early as possible in the semester.

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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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

- Analyse critically and evaluate the differences in verbal and non-verbal communication styles across cultures
- Demonstrate a clear understanding and broad knowledge of the key theories, scholars and debates in the field of intercultural communication
- Apply the theoretical modes of understanding the broad arguments underpinning the key theories, to everyday life

Assessment tasks

- Group Presentation
- Intercultural Sydney

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 the disciplinary knowledge of the meaning of 'culture', and reflect that knowledge in an awareness of students' own cultural identity and development of intercultural empathy
- Demonstrate a clear understanding and broad knowledge of the key theories, scholars and debates in the field of intercultural communication
- Identify, interpret and communicate the broad and specific arguments contributing to intercultural knowledge and experience.
- Apply the theoretical modes of understanding the broad arguments underpinning the key theories, to everyday life
- Apply intercultural theory and research techniques to specific field work

Assessment tasks

- Group Presentation
- Participation
- Essay
- Intercultural Sydney

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

- Analyse critically and evaluate the differences in verbal and non-verbal communication styles across cultures
- Identify, interpret and communicate the broad and specific arguments contributing to intercultural knowledge and experience.

Assessment tasks

- Group Presentation
- Essay

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

- Analyse critically and evaluate the differences in verbal and non-verbal communication styles across cultures
- Demonstrate a clear understanding and broad knowledge of the key theories, scholars and debates in the field of intercultural communication
- Apply intercultural theory and research techniques to specific field work

Assessment tasks

- Essay
- Intercultural Sydney

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

- Demonstrate the disciplinary knowledge of the meaning of 'culture', and reflect that knowledge in an awareness of students' own cultural identity and development of intercultural empathy
- Identify, interpret and communicate the broad and specific arguments contributing to intercultural knowledge and experience.
- Apply the theoretical modes of understanding the broad arguments underpinning the key theories, to everyday life

Assessment tasks

- Participation
- Intercultural Sydney

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

- Demonstrate the disciplinary knowledge of the meaning of 'culture', and reflect that knowledge in an awareness of students' own cultural identity and development of intercultural empathy
- Apply the theoretical modes of understanding the broad arguments underpinning the key theories, to everyday life

- Apply intercultural theory and research techniques to specific field work

Assessment task

- Intercultural Sydney

Changes from Previous Offering

Taking student feedback into account, the extended essay will now count 35% towards the final mark (not 40%) and the research project Intercultural Sydney will count 25% instead of 20%. To ensure that all students know what is expected, one of the early tutorials will be dedicated to research approaches, online surveys and interview techniques as well as appropriate display of results.