ICOM821
Intercultural Communication
S1 Day 2016

Department of Media, Music, Communication and Cultural Studies

Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>2</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>2</td>
</tr>
<tr>
<td>General Assessment Information</td>
<td>3</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>3</td>
</tr>
<tr>
<td>Delivery and Resources</td>
<td>10</td>
</tr>
<tr>
<td>Unit Schedule</td>
<td>10</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>12</td>
</tr>
<tr>
<td>Graduate Capabilities</td>
<td>14</td>
</tr>
<tr>
<td>Changes from Previous Offering</td>
<td>17</td>
</tr>
</tbody>
</table>

Disclaimer
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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
Wed and 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 http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. 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
2. Analyse critically and evaluate the differences in verbal and non-verbal communication styles across cultures
3. Demonstrate a clear understanding and broad knowledge of the key theories, scholars and debates in the field of intercultural communication
4. Identify, interpret and communicate the broad and specific arguments contributing to intercultural knowledge and experience.
5. Apply the theoretical modes of understanding the broad arguments underpinning the key theories, to everyday life
6. 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. You 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 5 percent of the mark for the first day and 2 percent per subsequent day. In cases of illness and misadventure students must submit official documentation including a PAF through disruption to Studies: http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation</td>
<td>30%</td>
<td>TBA</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Essay</td>
<td>35%</td>
<td>Week 9</td>
</tr>
<tr>
<td>Intercultural Sydney</td>
<td>25%</td>
<td>Week 12</td>
</tr>
</tbody>
</table>

**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.

Criteria for group presentations

<table>
<thead>
<tr>
<th>D/HD</th>
<th>CR</th>
<th>P</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Use of different sources/materials to introduce topic; Good practical examples</td>
<td>Critical view of texts in reader and/or of other related material; Some examples introduced</td>
<td>Text in course reader well summarized; Some practical examples</td>
</tr>
<tr>
<td>Theoretical background</td>
<td>Critical evaluation of theory; introduction of theoretical aspects not mentioned in class before; good application of theory (eg current affairs, case studies)</td>
<td>Critical evaluation of theory; some application of theory (examples of current affairs, case studies)</td>
<td>Team correctly explains and uses known theory to back up presentation</td>
</tr>
</tbody>
</table>
### Presentation style

<table>
<thead>
<tr>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free speech (notes ok), clearly presented, innovative use of space and</td>
<td>Fairly free speech, group members use time evenly;</td>
</tr>
<tr>
<td>materials; good interaction between partners</td>
<td>Lively, different modes of presentation, good coordination between</td>
</tr>
<tr>
<td></td>
<td>team members</td>
</tr>
<tr>
<td></td>
<td>Clear presentation but read from script or at times incoherent/hard</td>
</tr>
<tr>
<td></td>
<td>to follow. Presentation shows little coordination between team</td>
</tr>
<tr>
<td></td>
<td>members</td>
</tr>
<tr>
<td></td>
<td>Read from script, not well coordinated between partners, difficult to</td>
</tr>
<tr>
<td></td>
<td>follow, flawed content</td>
</tr>
</tbody>
</table>

### Involvement of group

<table>
<thead>
<tr>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative idea that engages rest of the class and helps them understand</td>
<td>Includes activity to involve rest of the class in the presentation</td>
</tr>
<tr>
<td>the issue presented</td>
<td>Some effort to involve class but mainly presented by team</td>
</tr>
<tr>
<td></td>
<td>Little involvement of other students or reduced to question/answer</td>
</tr>
</tbody>
</table>

This Assessment Task relates to the following 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
- 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

**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 as outlined in the reader and add to group discussions during tutorials.

<table>
<thead>
<tr>
<th>HD/D</th>
<th>Cr</th>
<th>P</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;80% attendance,</td>
<td>&gt;75% attendance,</td>
<td>&gt;75% attendance, mostly</td>
<td>poor</td>
</tr>
<tr>
<td>always punctual</td>
<td>always punctual</td>
<td>mostly punctual</td>
<td>attendance</td>
</tr>
<tr>
<td>regular participation</td>
<td>regular participation</td>
<td>some participation,</td>
<td>no</td>
</tr>
<tr>
<td>and significant</td>
<td>has done most</td>
<td>has done some of the</td>
<td>participation</td>
</tr>
<tr>
<td>contribution</td>
<td>readings before class</td>
<td>readings before class</td>
<td></td>
</tr>
<tr>
<td>during tutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>has done most or all</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>readings before class</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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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 include references.

Marking Criteria Essay 821
| structure | 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 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 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, 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 | 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:

Late assignments will be penalized 5 percent of the mark for the first day and 2 percent per subsequent day. In cases of illness and misadventure students must submit official documentation including a PAF through Disruption to Studies: [http://students.mq.edu.au/student_admin/exams/disruption_to_studies/](http://students.mq.edu.au/student_admin/exams/disruption_to_studies/)

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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 has to be referenced. Note: 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).
<table>
<thead>
<tr>
<th>D/HD</th>
<th>Cr</th>
<th>P</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>project</td>
<td>Innovative idea, manageable timeframe, clear research question and research outcome</td>
<td>Suitable project idea, clear research question and some valid outcome</td>
<td>Suitable project idea but vague research question or outcome</td>
</tr>
<tr>
<td>teamwork</td>
<td>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</td>
<td>Good approach to dividing tasks and solving problems as a team. Acknowledgement of intercultural teamwork as part of assessment</td>
<td>Visible effort to work as a team, Some awareness of intercultural teamwork as part of assessment</td>
</tr>
<tr>
<td>Research technique and theoretical framework</td>
<td>Research clearly set in suitable theoretical framework, critically explored and tested research question Argument supported by using suitable research methods and relevant sources</td>
<td>Good reference to theories and scholars, well researched topic and suitable research method</td>
<td>Largely descriptive written account of project with some theoretical background but sketchy research method</td>
</tr>
</tbody>
</table>

This Assessment Task relates to the following 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
• Apply intercultural theory and research techniques to specific field work

Delivery and Resources

Lecture: Wednesday 11.00-12.00  E5A160
Tutorial: Wednesday  12.00-1.30  Soft room (C4A 407)
Tutorial: Wednesday  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:


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.
<table>
<thead>
<tr>
<th>Week 2</th>
<th>Definitions of culture, communication and intercultural communication. We will explore different theories in intercultural communication and assess their usefulness in intercultural settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>Emotional Intelligence and intercultural friendship. Our focus is on the meaning of &quot;friendship&quot; and the opportunities and challenges of intercultural relationships. Read the additional article on the world of 'smell cultures'!</td>
</tr>
</tbody>
</table>
| Week 4 | **Identity**  
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.  
**Identity group presents** |
| Week 5 | Identity and social cognition  
Continuing with our work on identity, we will study social cognitive processes. |
| Week 6 | **Cultural transition** and **Global Citizenship**  
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’.  
**Transition group presents** |
| Week 7 | **Taboo** and censorship  
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 language and taboo. Read the additional article on taboo.  
**Taboo group presents** |
### Week 8
Verbal and nonverbal codes
In this session we focus on cultural differences and how they are exemplified in verbal and nonverbal communication.

### Week 9
Coding class race and gender
Continuing with 'codes' we look at how language register or clothing may be indicative of class, race and gender.

**Essay due this Wed**

### Week 10
The notion of **power**
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.

**Power group presents**

### Week 11
**Conflict** and communication
This week is dedicated to clashes between different approaches. Conflict that is based on cultural differences can be solved via effective communication.

**Conflict group presents**

### Week 12
Intercultural Communication in the workplace
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.

**Intercultural Sydney due this Wed**

### Week 13
Global culture/ global citizenship
In our last session we will discuss and evaluate Intercultural Sydney experiences.

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**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs/academic_honesty/policy.html). Students should be aware of the following policies in particular with regard to Learning and Teaching:


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/](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](http://ask.mq.edu.au).

**Additional information**


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/](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
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.