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 MLA5QAMgt 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. 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/

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**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

D/HD
CR
P
F

Topic
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), 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
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:
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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 as outlined in the reader and add to group discussions during tutorials.
HD/D Cr P F
>80% attendance
always punctual
> 75% attendance
always punctual
> 75% attendance,
mostly punctual
poor attendance
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:

- 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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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

D/HD
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,
On successful completion you will be able to:

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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).
Intercultural Sydney criteria

D/HD

Cr

P

F

project
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: 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
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 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:


<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>Definitions of culture, communication and intercultural communication. We will explore different theories in intercultural communication and assess their usefulness in intercultural settings.</td>
</tr>
<tr>
<td>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>
<tr>
<td>4</td>
<td>Identity&lt;br&gt;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</td>
</tr>
<tr>
<td>5</td>
<td>Identity and social cognition&lt;br&gt;Continuing with our work on identity, we will study social cognitive processes.</td>
</tr>
<tr>
<td>6</td>
<td>Cultural transition and Global Citizenship&lt;br&gt;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</td>
</tr>
<tr>
<td>7</td>
<td>Taboo and censorship&lt;br&gt;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</td>
</tr>
<tr>
<td>8</td>
<td>Verbal and nonverbal codes&lt;br&gt;In this session we focus on cultural differences and how they are exemplified in verbal and nonverbal communication.</td>
</tr>
<tr>
<td>9</td>
<td>Coding class race and gender&lt;br&gt;Continuing with 'codes' we look at how language register or clothing may be indicative of class, race and gender. Essay due this Wed</td>
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</tbody>
</table>
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/). Students should be aware of the following policies in particular with regard to Learning and Teaching:


- **Disruption to Studies Policy** [http://www.mq.edu.au/policy/docs/disruption_studies/policy.html](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](http://mq.edu.au/policy/docs/learning_and_teaching) of Policy Central.

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https://unitguides.mq.edu.au/unit_offerings/54969/unit_guide/print
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
- 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](http://www.mq.edu.au/about_us/) 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](http://ask.mq.edu.au)

IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about_us/](http://www.mq.edu.au/about_us/)
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.

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.
• 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.