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ARTS2698

Intercultural Interaction

Semester One // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Anikó Hatoss	a.hatoss@unsw.edu.au	Thursdays 1pm-3pm	Morven Brown 220	02 93858340

School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 4:45pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: hal@unsw.edu.au

Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Course Details

Credit Points 6

Summary of the Course

Subject Area: *Linguistics*

This course views interaction as the management of communication, including negotiation, conflict and power relations. It is designed for students with an interest in intercultural interaction, such as communication among people from different languages and cultures in varying contexts. You will find the course relevant to many fields of study, owing to the increasing phenomenon of globalisation in all aspects of our political, economic, professional and social lives. You will explore the basic concepts of linguistic and non-linguistic realisations of culture, as well as an understanding of how these play out in various social, political, and religious contexts, intra-culturally and interculturally. You will examine issues of power, distance and difference as crucial notions in contexts of linguistic interaction. Much of the content of the course involves students in interactive scenarios, reflective activities, and working towards analytic conclusions.

At the conclusion of this course the student will be able to

1. Apply context-sensitive analysis to interactions in multilingual and multicultural environments
2. Question the issues of identity, religion, nationalism and ethnicity in people's conception of themselves and others
3. Examine the role that power, social distance, economics and values play in intercultural interactions
4. Analyse specific inter-cultural interactions from the position of understanding and managing rapport, conflict, negotiation and difference and then argue the merits of the analysis

Teaching Strategies

The weekly lectures are divided into two parts. In the first part, basic concepts and theoretical issues are presented. In the second part, various problems and data sets are presented and discussed in an interactive manner and you are encouraged to contribute to the discussion.

The tutorials provide you with the opportunity for an in-depth examination of linguistic data (drawn from a wide range of languages), with particular focus on creative problem-solving skills in a collaborative environment.

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Problem Set	20%	09/04/2018 05:00 PM	2,3
Student Presentation	20%	class roster	1,3
Mini-Project	60%	25/05/2018 05:00 PM	1,2,3,4

Assessment Details

Assessment 1: Problem Set

Start date: Not Applicable

Details: 3-4 problems, paragraph form, altogether 800-1000 words
Written feedback on written work

Submission notes: Complete problem set online

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Student Presentation

Start date: class roster

Length: 10 minutes

Details: These presentations are ongoing, throughout the semester
10 minutes and 5 for questions from the class and the lecturer
Each student prepares a particular, targeted linguistic problem, and presents once in the semester. In a class of 30 students, there are 3 individual presentations a week.
Feedback in writing from the lecturer and orally from the class and the lecturer

Additional details:

Students sign up for weekly topics/exercises and prepare a presentation/discussion. Variation on set topics and the weekly schedule need to be confirmed by Course Convenor.

Presentations start in week 3.

Submission notes: Submit presentation slides in Moodle.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 3: Mini-Project

Start date: Not Applicable

Length: 3000 words including transcript and references

Details: Essay 3000 words
Written feedback
This is the final assessment and must be completed for attendance purposes

Additional details:

Option A: INTERVIEW: Record a 5-minute interview with a person who can share a brief story about an intercultural experience and/or about how he/she identifies him/herself. Prepare a verbatim transcript of the recording and discuss the following analytical points:

- identity as a complex phenomenon and negotiated in context
- culture as a source of conflict
- intercultural skills evidenced
- identity in discourse (identify discursive evidence of positioning)

Option B: CONVERSATION: Record a 5-minute conversation between 2-3 people coming from different cultures. If you choose to work as a group, your recording will be 5 minutes for each group member (15 minutes conversation for a group of 3 people) and you need to present your own transcript section (e.g. 1-5 minutes John H.) and analysis separately and indicate who the other group members are. Word numbers are set for each individual student.

The topic of the conversation should be: "Do people ask you "Where are you from?" and how do you respond in different contexts?"

Prepare the transcript and number each line. Use CA transcription conventions (see Hua as a guide).

Study the transcript and check for empirical evidence of intercultural conflict. These can include, but not limited to: facework, politeness, engagement, values, turn-taking patterns, power relations, identity. Write up 1500 words (per person) as the discussion of the transcript (this section can include small excerpts)

- Summarize your findings.
- Include 1000 word of transcript.
- Include 5-8 references, use APA style.

Format: double spaced, Times New Roman 12, block style paragraphs with one empty line before each new paragraph. Do not indent first line of paragraphs. List all concepts and technical terms that you used as key words at the beginning of the essay. Include transcript in the Appendix and indicate word length for each section.

Assessment criteria:

1. Critical level of data analysis (critical approach, not just description of data, ability to evaluate data in light of relevant literature)
2. Academic writing (coherence, cohesion, structure and argument)
3. Ability to apply relevant theories and concepts
4. Quality of data recording and transcript.
5. Referencing conventions and APA style

Submission notes: Submit electronic copy in Moodle.

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Lecture	<p>Why intercultural communication?</p> <p>Bowe, Martin & Manns, ch.1: Culture, communication and context</p> <p>Croucher Ch 1: Why Intercultural Communication? (communication theory)</p> <p>Ice-breaker (from Croucher Part IV Ch 21)</p> <p>Read the student paper which discusses an intercultural experience example and analyses it in terms of six elements in an intercultural communication. These are the sender, receiver, message, context, culture and effects. Bring a similar example to class.</p>
Week 2: 5 March - 11 March	Lecture	<p>Theories of culture</p> <p>Croucher Ch 15 Culture and values in IC</p> <p>Hua Chapter 11 Theories of culture</p>
	Tutorial	<p>Activities</p> <p>1. In a group of 3-5 people, go online and find 10 definitions of culture. What are the commonalities and differences you find in the definitions? Compare these definitions to the definitions in the chapter. What is your definition of culture? Justify your definition.</p> <p>2. Identify a subculture, any subculture. What makes it a subculture? What are the characteristics that make it distinct from the dominant culture?</p> <p>3. Looking at your cultural group, where do you place your group on Hofstede's dimensions? Compare your thoughts about your group or another group using Hofstede's Country Comparison Tool: http://geert-hofstede.com/countries.html</p> <p>Hua Ch 11, Task 11. 1 Cultural paradoxes</p>

Week 3: 12 March - 18 March	Lecture	<p>Language and culture</p> <p>Croucher Ch 17 – Language and Intercultural Communication (Languages, identity, ideology, Sapir Whorf)</p> <p>Hua Chapter 10 Language, culture and thought (Sapir-Whorf)</p>
	Tutorial	<p>Activities:</p> <p>1. In a group of 3-5 people, come up with a list of all the languages and/or dialects you know. If you were to think back several generations, to your parents and grandparents, what other languages would they know? Discuss how and why languages were passed down, or not passed down to your generation. How were you socialized to language as a child?</p> <p>2. Do you believe that you can change society by changing language? If yes, are there words, vocabularies, codes, that you would want changed, in order to change society? If no, why do you think that language does not have the power to impact and change society? What do you see to be the link between language, identity, and society?</p> <p>3. Look at your mobile phone. What "codes" do you see in your phone messages? Do you see any text that would be considered a "foreign" language or dialect? Are there new words, vocabularies, signs, (e.g., Emoji) on your phone messages? How and when did you learn these new codes and signs? Do you use different language with close friends and peers, than you would with strangers or older folk?</p> <p>Hua Ch 10, Task 10.1 Translation exercise - Sapir Whorf</p> <p>Hua Ch 10, Task 10. 2 Cultural key words - Sapir Whorf.</p>
Week 4: 19 March - 25 March	Lecture	<p>Culture-specific aspects of communication</p> <p>Bowe, Martin & Manns, ch.2: Direct-indirect messages, Ch 4: Speech acts;</p>

		Hua 2014 Chapter 6: Culture specific aspects of communication; 6.3 Directness and indirectness.
	Tutorial	Activities Bowe, Martin, Manns 2.6, Exercises 3,4,5. Hua Ch 6, Task 6.1 Performing high involvement
Week 5: 26 March - 1 April	Lecture	Face and politeness Bowe, Martin & Manns Ch3: Schemas, face and politeness, Ch 4: Speech Acts and politeness Hua Chapter 6.3: Directness and indirectness: face, politeness and rapport
	Tutorial	Bowe, Martin, Manns, Ch 4 exercises 3,4,5
Break: 2 April - 8 April		
Week 6: 9 April - 15 April	Lecture	Positioning in interactions Bowe-Martin-Manns Ch 6: Positioning the self – role-power and gender Positioning the other Bowe-Martin-Manns Ch 7 Positioning the other -address and honorifics
	Tutorial	Activities: Bowe, Martin, Manns Ch 6, Exercises 3a and 3c - bring example newspaper headline or an advertisement which include stereotyping, bias or racism. Exercise 5: discuss communication strategies in class. Activities: Bowe, Martin, Manns Ch 7, Exercises 3, 4, 5.
Week 7: 16 April - 22 April	Lecture	Identity in interactions Croucher Ch 16 Identity in IC Hua 2014 Chapter 12: Language, identity and interculturality Hua Ch 4: Family (migrant adaptation, language choice) Croucher Chapter 18 IC and relationships
	Tutorial	Activities:

		<p>Hua, Chapter 12, Task 12. 1 "Who am I?", Examples 12.2, 12.3, Task 12.2,</p> <p>Hua Ch 4 Example 4.1, Task 4.1, Task 4.2: language choices and practice in multicultural and multilingual families</p>
Week 8: 23 April - 29 April	Lecture	<p>Conversations in everyday life</p> <p>Bowe, Martin and Manns Ch 5: Conversation across cultures (CA tools, ethnography of speaking)</p> <p>Hua Part I Chapter 1 Classrooms, Chapter 5 Study abroad</p> <p>Hua Ch 6.4 Turn taking</p> <p>Hua: Transcription conventions</p>
	Tutorial	<p>Bowe, Martin, Manns Ch 5, Exercises 3,4,5 (record a 30 seconds conversation in class transcribe and identify adjacency pairs.</p> <p>Hua Ch 6, Task 6.1 Performing high involvement</p>
Week 9: 30 April - 6 May	Lecture	<p>Culture and conflict</p> <p>Croucher Part III Ch 19 Culture and Conflict (politeness, face, Hofstede)</p> <p>Hua Chapter 7 Key factors causing misunderstanding in IC</p>
	Tutorial	<p>Hua Chapter 7, Examples 7.1, 7.2, 7.3,7.4,7.5, Task 7.1, Example 7.7 (swearing), Example 7.8, Task 7.2 (role of schemas)</p> <p>7.6 Contextualization examples: "gravy", Example 7.11,</p>
Week 10: 7 May - 13 May	Lecture	<p>Intercultural Communication at work</p> <p>Bowe, Martin, Manns Ch 10 IC in the workplace</p> <p>Hua Part I Chapter 2 The workplace</p> <p>Crocher Chapter 22 IC and organizations</p>
	Tutorial	<p>Bowe, Martin and Manns Ch 10, Exercises 3 and 4.</p> <p>Hua Chapter 2, Task 2.1, Example 2.3 "Small talk", Example 2.4, Task 2.2, Example 2.8 (there are lots of other examples in this chapter that students can</p>

		choose to discuss)
Week 11: 14 May - 20 May	Lecture	<p>Developing intercultural Communication Competence</p> <p>Bowe, Martin & Manns, ch.11 Successful ICC</p> <p>Hua 2014 Part II Chapter 8 What contributes to successful ICC?</p> <p>Hua 2014, Part II Chapter 9 How to develop ICC?</p> <p>Croucher Chapter 21</p>
	Tutorial	<p>Bowe, Martin, Manns Ch 11, Exercises 3 and 4.</p> <p>Hua Ch 8, Task 8.1 and 8.2</p>
Week 12: 21 May - 27 May	Lecture	<p>Summary</p> <p>IC in the Digital Era</p> <p>Croucher Part V Conclusion - Ch 24 Bases for IC in the digital era</p>
	Tutorial	<p>Discussion 1: Discuss the following excerpt in small groups.</p> <p>Cvjetičević (2008, p. 105) states that 'digital culture transforms the cultural field, encourages new forms of creative expression and offers a new perspective to intercultural communication.' Digital culture transforms the way we understand our world, and quoting the title of Marc Le Glatin's (2007) book, digital culture is 'un séisme dans la culture' (a cultural earthquake).</p> <p>Bring 3 examples to class which illustrate your point. Examples can be taken from online sources including Social Media.</p> <p>Discussion 2: Communication in online forums, email and social media platforms requires different strategies of intercultural communication. Discuss these in groups and bring examples of intercultural conflict from online communication.</p> <p>Explore the concepts of "communities of practice", "cyber-communities". How do these concepts contrast with "speech communities" and "language communities"? Give examples.</p>

		Think critically about dichotomising cultures (collectivistic-individualistic, etc.). Why are these dichotomies dangerous? How is mobility shifting practices of intercultural communication?
Week 13: 28 May - 3 June	Tutorial	Summary and feedback

Resources

Prescribed Resources

Bowe, H., Martin, K., and Manns, H. (2014). *Communication across Cultures: Mutual understanding in a global world*. 2nd edition. Melbourne: Cambridge University Press.

Croucher (2017) *Global Perspectives on Intercultural Communication*. Routledge. See eBook.

Hua, Zhu (2014) *Exploring Intercultural Communication*. Routledge. See eBook.

Recommended Resources

Spencer-Oatey, H. and Franklin, P (2009) *Intercultural Interaction*. Palgrave.

Journals

International Journal of Intercultural Relations

Current Issues in Intercultural Pragmatics

Course Evaluation and Development

This course is evaluated through the MyExperience survey and through informal feedback. The course is regularly updated in response to student feedback. This new version uses new textbooks and innovative project-based assessment where students can work on their own data and apply theories in practice.

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