THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	:	All Full-time Undergraduate Programmes
Programme QF Level	:	5
Course Title	:	Positive Intercultural Communication in Everyday Life
Course Code	:	GEK2031
Department	:	Chinese Language Studies (CHL)
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
● **P**rofessional **E**xcellence;
● **E**thical **R**esponsibility; **&**
● **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course aims at equipping students with knowledge in concepts and theories of intercultural communication and skills to achieve positive intercultural communication. Positive intercultural communication requires an understanding of culturally and contextually acceptable behavior, minimizing misinterpretation, and achieving personal goals while fulfilling normative expectations of cultural contexts. Students will develop a theoretical understanding of the role of cultural values and dimensions of cultural variability in intercultural communication. The course will cover three core theories: face-negotiation theory, expectancy violations theory, and anxiety/uncertainty management theory. By group discussion on intercultural communication cases, students will be engaged in articulating implicit value judgments, making connections to values of other students or the ones in learning materials, and applying theories to analyze values and intentions that underlie intercultural misinterpretations and conflicts. By multi-perspective thinking, students will reconstruct their values to allow multiple interpretations of communicating behavior from the perspective of other cultures. From a practical perspective, students will develop verbal and non-verbal communication skills to achieve positive intercultural communication. Opportunities will be provided to students to share personal intercultural communication experiences; and to apply skills into everyday communication with friends, family, and teammates via role play.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO$_1$	Demonstrate an understanding of key concepts in intercultural communication such as positive intercultural communication, cultural values, and cultural variability;
CILO$_2$	Demonstrate an understanding of theories in intercultural communication: face-negotiation theory, expectancy violations theory, and anxiety/uncertainty management theory;
CILO$_3$	Critically apply theories to analyze the role of cultural values and cultural variability in intercultural miscommunication;
CILO$_4$	Cultivate personal values that allow multiple interpretations of communicating behavior from the perspective of other cultures;
CILO$_5$	Appropriately apply verbal/non-verbal communication skills to resolve intercultural conflicts and to achieve positive intercultural communication.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities

Introducing critical issues in intercultural communication;
 	
Introducing the key concepts of intercultural communication:
- Positive intercultural communication;
- Cultural values;
- Cultural variability
    o Individualism-collectivism;
    o Masculinity-femininity.
	$CILO_{1,2}$	- Lectures
		- Group work
		- Reflection

Theories of intercultural communication (1)-face-negotiation theory: - Analyzing issues in **interpersonal relationships** from the perspective of different cultural values and cultural variability; - Introducing positive verbal and non-verbal intercultural communication skills for building positive interpersonal relationships with friends.	$CILO_{2,3,4,5}$	- Lectures - Group discussion - Role-play - Case analysis
Theories of intercultural communication (2)-expectancy violations theory: - Analyzing issues in **intimate relationships** from the perspective of different cultural values and cultural variability; - Introducing positive verbal and non-verbal intercultural communication skills for building harmonious intimate relationships with family.	$CILO_{2,3,4,5}$	- Lectures - Group discussion - Role-play - Case analysis
Theories of intercultural communication (3)-anxiety/uncertainty management theory: - Analyzing issues in **intergroup and intragroup communication (teamwork)** from the perspective of different cultural values and cultural variability; - Introducing positive verbal and non-verbal intercultural communication skills to achieve effective team collaboration.	$CILO_{2,3,4,5}$	- Lectures - Group discussion - Role-play - Case analysis

| | | • Group discussion |
| | | • Consultation |

Reflection:
- Reflecting on relevant theories;
- Sharing personal intercultural communication experiences;
- Reconceptualizing personal values from case analysis.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Participation: Students engage in online discussion on the issues in intercultural communication.	20%	$CILO_{1, 2, 3}$
(b) Group work (Oral presentation): Select or create a video that demonstrates intercultural misinterpretations and conflicts; apply relevant theories to analyze the values that underlie intercultural communicating behavior; make suggestions on how the communication can be improved.	50%	$CILO_{2, 3, 4, 5}$
(c) Self-reflection: Write a reflection (1400 words) on personal values and intercultural communicating behavior by applying relevant theories.	30%	$CILO_{2, 3, 4, 5}$

5. Required Text(s)

A reading packet including selections from literary texts as well as articles will be distributed.

6. Recommended Readings

An, R., & Chiang, S. Y. (2015). International students' culture learning and cultural adaptation in China. *Journal of Multilingual and Multicultural Development*, *36*(7), 661-676.

Bella, M., & Mody, W. B. G. B. (2002). *Handbook of international and intercultural communication*. London: Sage Publications.

Bobda, A. S. (2009). The meaning of English words across cultures, with a focus on Cameroon and Hong Kong. *Journal of Multilingual and Multicultural Development*, *30*(5), 375-389.

Bond, M. H. (1996). *The handbook of Chinese psychology*. Hong Kong: Oxford University Press.

Burgoon, J. K. (1993). Interpersonal expectations, expectancy violations, and emotional communication. *Journal of Language and Social Psychology*, *12*(1-2), 30-48.

Chen, G. M., Starosta, W. J., Lin, D., & You, Z. (1998). *Foundations of intercultural communication.* Boston: Allyn and Bacon.

Chua, R. Y., Morris, M. W., & Ingram, P. (2009). Guanxi vs networking: Distinctive configurations of affect-and cognition-based trust in the networks of Chinese vs American managers. *Journal of International Business Studies*, *40*(3), 490-508.

Gardner, R., Cairns, J., & Lawton, D. (2000). *Education for values : Morals, ethics and citizenship in contemporary teaching.* UK: Kogan Page.

Gibson, C. B. (1997). Do you hear what I hear? A framework for reconciling intercultural communication difficulties arising from cognitive styles and cultural values. In P. C. Earley & M. Erez (Eds.), *The New Lexington Press management and organization sciences series and New Lexington Press social and behavioural sciences series* (p. 335–362). San Francisco, CA, US: The New Lexington Press/Jossey-Bass Publishers.

Gudykunst, W. B. (2003). *Cross-cultural and intercultural communication*. United States of America﹕Sage Publications.

Gudykunst, W. B., & Nishida, T. (1986). The influence of cultural variability on perceptions of communication behavior associated with relationship terms. *Human Communication Research*, *13*(2), 147-166.

Hofstede, G. (Ed.). (1998). *Masculinity and femininity: The taboo dimension of national cultures (Vol. 3)*. Thousand Oaks, London, New Delhi: Sage Publications.

Hofstede, G., & Bond, M. (1984). Hofstede's cultural dimensions. *Journal of Cross-Cultural Psychology*, *15*, 417-433.

Kenneth Cushner and Richard W. Brislin. (1995) *Intercultural interactions : A practical guide.* United States of America: Sage Publications.

Ladegaard, H. J. (2016). *The discourse of powerlessness and repression: Life stories of domestic migrant workers in Hong Kong*. New York: Routledge.

Ladegaard, H. J., & Cheng, H. F. (2014). Constructing the cultural 'other': Prejudice and intergroup conflict in university students' discourses about 'the other'. *Language and Intercultural Communication*, *14*(2), 156-175.

Martin, J. N., & Nakayama, T. K. (2013). *Intercultural communication in contexts*. New York, NY: McGraw-Hill.

Roccas, S., & Sagiv, L. (2017). *Values and behavior: Taking a cross cultural perspective*. Switzerland: Springer International Publishing.

Stephan, W. G., Stephan, C. W., & Gudykunst, W. B. (1999). Anxiety in intergroup relations: A comparison of anxiety/uncertainty management theory and integrated threat theory. *International Journal of Intercultural Relations*, *23*(4), 613-628.

Storti C. (2017). *Cross-cultural dialogues: 74 brief encounters with cultural difference*. The United States of America: Nicholas Brealey Publishing.

Ting-Toomey, S., Gao, G., Trubisky, P., Yang, Z., Kim, H. S., Lin, S. L., & Nishida, T. (1991). Culture, face maintenance, and styles of handling interpersonal conflict: A study in five cultures. *International Journal of Conflict Management*, *2*(4), 275-296.

Triandis, H. C. (2001). Individualism-collectivism and personality. *Journal of Personality*, *69*(6), 907-924.

7. Related Web Resources

非正式會談 Informal talks
https://www.youtube.com/watch?v=31DkoGAaE3U&list=PLScRmDuWm9TGFCOKvWK6-nX-k2EO01abe

TED: English and intercultural communication
https://www.youtube.com/watch?v=tAgLhPQpxvU

TED: How culture drives behavior
https://www.youtube.com/watch?v=l-Yy6poJ2zs

8. Related Journals

Journal of Multilingual and Multicultural Development
Intercultural Pragmatics
Journal of Intercultural Communication
Language and Intercultural Communication

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith.   Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5).   Students should familiarize themselves with the Policy.

10. Others

Nil

20 November 2023