

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: All undergraduate programmes
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Cross-Cultural Communication
<b>Course Code</b>	: SSC2190
<b>Department</b>	: Social Sciences and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- **Professional Excellence;**
- **Ethical Responsibility; &**
- **Innovation.**

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 explores how cross cultural communication is affecting our daily lives. Students will develop an understanding of the cultural origin of people's values, habits and ideologies and how these elements affect communication with people from different cultures. This course intends to provide students with the knowledge and skills for effective interaction and communication across cultures, especially in schools and classroom settings. It helps students to understand the intricacies and challenges in communicating with people from diverse background and enables them to develop a cultural awareness of the importance in communicating successfully across cultures in different contexts.

### 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> identify the key concepts and elements of cross-cultural communication.
- CILO<sub>2</sub> apply appropriate skills of intercultural communication when relating to people of different cultures.
- CILO<sub>3</sub> apply the skills in managing intercultural communication in the education context.
- CILO<sub>4</sub> analyze the role of media and its relationship with the cultural and global flow of information.

### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Introduction and concepts, major approaches to the study of cross-cultural communication, value orientation and identity, verbal and non-verbal communication to Communication Studies: purposes and concepts	CILO <sub>1</sub>	<ul style="list-style-type: none"><li>• Lectures and seminars that discuss various concepts of communication</li><li>• Tutorials and student presentations so as to familiarize students with all the essential topic pertinent to communication</li><li>• Guided reading, group discussion and case discussions with the guidance from the instructor</li><li>• Video clips to show the role of media</li></ul>
b. History and the formation of identity: Stereotypes, Prejudice, Ethnocentrism	CILO <sub>1,2</sub>	
c. Communication and cultural diversity in education context, cross-cultural competence, managing intercultural conflict	CILO <sub>2,3</sub>	
d. Globalization, the role of media and its relationship with cross-cultural communication in the contemporary world	CILO <sub>2,4</sub>	

#### 4. Assessment

Assessment Tasks		Weighting (%)	CILOs
(a)	In-class assessments  In-class oral assessment (10%) <ul style="list-style-type: none"><li>• Students are expected to participate actively in the classroom discussion.</li></ul> In-class written assessment (30%) <ul style="list-style-type: none"><li>• Students are required to attempt an in-class test. The scope includes teaching materials, readings and journals.</li></ul>	40%	<i>CILO<sub>1-4</sub></i>
(b)	Group project <ul style="list-style-type: none"><li>• Students are required to work as a team and submit a drafted proposal in order to present their work to the class.</li></ul>	40%	
(c)	Reflection paper <ul style="list-style-type: none"><li>• Student are asked to write a reflection paper on how his/her own cultural background and influences and how this course has enhanced or undermined his /her cultural awareness towards his/her surroundings.</li></ul>	20%	<i>CILO<sub>2-4</sub></i>

#### 5. Required Text(s)

Jandt, F. E. (2010). *An introduction to intercultural communication: Identities in a global community* (6<sup>th</sup> ed.). Thousand Oaks, Calif.: SAGE.

#### 6. Recommended Readings

Hall, E. T. (1989). *Beyond culture*. New York: Anchor Books.

Hall, E. T., & Hall, M. R. (1990). *Understanding cultural differences*. Yarmouth, Me.: Intercultural Press.

Hofstede, G. H. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations* (2<sup>nd</sup> ed.). Thousand Oaks, Calif.: Sage Publications.

Jandt, F. E. (2004). *Intercultural communication: A global reader*. Thousand Oaks, Calif.: Sage Publications.

Lustig, M. W., & Koester, J. (2010). *Intercultural competence: Interpersonal communication across cultures* (6<sup>th</sup> ed.). Boston, Mass.; Hong Kong: Pearson A and B.

Martin, J. N., & Nakayama, T. K. (2010). *Intercultural communication in contexts* (5<sup>th</sup> ed.). New York: McGraw-Hill Higher Education.

Nisbett, R. E. (2003). *The geography of thought: How asians and westerners think differently – and why*. New York: Free Press.

Plomp, T., Anderson, R. E., Law, N., & Quale, A. (2009). *Cross-national information and communication technology policies and practices in education*. Greenwich, Conn.: Information Age Pub.

Saville-Troike, M. (1978). *A guide to culture in the classroom*. Rosslyn, Va.: National Clearinghouse for Bilingual Education.

## **7. Related Web Resources**

Nil

## **8. Related Journals**

*Asian Journal of Communication*. Routledge / Taylor & Francis.

*Communication, Culture & Critique*. International Communication Association.

*Communication Education*. Routledge / Taylor & Francis.

## **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**

Newspaper articles and on-line videos on relevant topics and issues will be used wherever and whenever necessary and feasible.

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