

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (English Language)
Programme QF Level	: 5
Course Title	: Intercultural Communication (跨文化溝通)
Course Code	: ENG2336
Department	: Department of Linguistics and Modern Language Studies (LML)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: <i>Nil</i>
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 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 helps students develop knowledge of some key elements necessary for effective communication with those outside their own culture. It also helps develop students' awareness and appreciation of the broad patterns that influence each culture's communication style, an essential skill for improved mutual understanding in an era of globalisation. To this end, this course presents the fundamental cultural constructs that form a basis for how people within each respective culture communicate. The focus will be on intercultural communication in Chinese and Asian-Pacific contexts though frequent references will be also made to other contexts.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Recognise and analyse occurrences of communication breakdown due to intercultural misunderstanding while developing a curiosity and receptivity towards other cultural conventions;
- CILO₂ Solve intercultural communication problems in professional or academic settings in an ethical, professional and innovative way;
- CILO₃ Conduct small-scale research and analysis of communicative miscues;
- CILO₄ Appreciate all languages and cultural forms as instruments of human creativity and evidence of modes of human conceptualisation in intercultural communication.

3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO₁ Demonstrate an expressive command of written and spoken English and Chinese for intercultural communication.

4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Defining culture; defining intercultural communication (communication as an element of culture).	CILO _{1,2 & 4} CILLO ₁	Lecture, seminar, group work, student presentation.
● Cultural patterns influencing intercultural communication; power distance; individualism and collectivism; high and low context; uncertainty avoidance; barriers to	CILO _{1,2,4} CILLO ₁	Lecture, seminar, group work, student presentation.

intercultural communication (stereotypes and prejudices).		
● Culture and forms; culture and tradition; cultural transmission.	<i>CILO_{1,2 & 4}</i> <i>CILLO₁</i>	Lecture, seminar, group work, student presentation.
● Research methods in intercultural communication; ethnography (principles, collection, significance); conversation analysis (principles, collection, significance). ● Studies on cultural variation.	<i>CILO_{1,2 & 4}</i> <i>CILLO₁</i>	Lecture, seminar, group work, student presentation.
● Case studies on comics, humour and semiotics across cultures; contrastive analysis of politeness, modesty; and hesitation; media communication (TV commercials) in selected cultural contexts; variations in different art forms like poetry and painting etc.	<i>CILO_{1,2 & 4}</i> <i>CILLO₁</i>	Lecture, seminar, group work, student presentation.

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) <u>Group Presentation</u> A short, pre-recorded group presentation about cultural differences on an assigned topic, prepared by group members from EdUHK and collaborating universities.	30%	CILOs _{1, 2 & 4} CILLO ₁
(b) <u>ePortfolio</u> Critically analyse a cross-cultural communication issue encountered or discussed during group work and illustrate how the problem can be solved using a collection of multimedia artefacts (text, images, video footage, etc.).	40%	CILOs _{1, 2, 3 & 4} CILLO ₁
(c) <u>Short Essay</u> A 900-word essay focusing on an issue related to intercultural communication. Students should apply key concepts and theories covered in class to analyse their readings, observations and experiences.	30%	CILOs _{1, 2 & 3} CILLO ₁

6. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

7. Required Text(s)

Nil

8. Recommended Readings

- Bowe, H., & Martin, K. (2007). *Communication across cultures: Mutual understanding in a global world*. Cambridge University Press.
- Cooper, J., Calloway-Thomas, C., & Simonds, C. (2007). *Intercultural communication*. Pearson Education.
- Hall, E. (1992). *Beyond culture*. Peter Smith.
- Hofstede, G., Hofstede, G. J. & Minkov, M. (2010). *Cultures and Organizations: Software of the mind*. McGraw-Hill Education.
- Jandt, F. E. (2018). *An Introduction to intercultural communication: identities in a global community* (9th ed.). Sage.
- McCloud, S. (1994). *Understanding comics: The invisible art*. Harper.
- Neuliep, J. W. (2017). *Intercultural communication: a contextual approach*. Sage.
- Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2017). *Communication between cultures* (9th ed.). Cengage Learning.
- Scollon, R., & Scollon, S. W. (1995). *Intercultural communication: A discourse approach*. Blackwell.
- Yamada, H. (1997). *Different games, different rules*. Oxford University Press.

9. Related Web Resources

<https://moniviestin.jyu.fi/ohjelmat/hum/viesti/en/ics>

10. Related Journals

International Journal of Intercultural Relations
Journal of Intercultural Communication: <http://www.immi.se/intercultural/>
Language and Intercultural Communication

11. 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/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

12. Others

Nil

18 July 2025