

EN3504: INTERCULTURAL COMMUNICATION

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Intercultural Communication

Subject Code

EN - English

Course Number

3504

Academic Unit

English (EN)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to develop students' awareness and understanding of communication practices in an international and culturally complex professional context. Students will learn major concepts, theories and issues related to intercultural

communication in a variety of contexts. Topics include: problems in cross-group communication, communication and identity, negotiation patterns in different groups, different domains of culture, social group, discourses and communities of practice, intra-Asian and intra-Chinese communicative differences. The course will prepare students to meet different issues related to intercultural communication in the real world.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explain theories of intercultural communication (including interdisciplinary perspectives from communication studies, linguistics, social science, business, sociology) with discourse analytical tools.		x	x	
2	Apply these theories to the analysis of actual communicative events, the discovery of intercultural communication issues and the formulation of creative and innovative solutions to them.		x	x	x
3	Compare the communication practices of people in different cultural groups and contexts.		x	x	x
4	Demonstrate intercultural competence by having an awareness of intercultural perspectives.		x	x	

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Students will participate in interactive lectures, which will introduce them to the theories of intercultural communication from a number of different perspectives.	1, 2, 3	Throughout
2	Students will complete readings that provide tools and examples for discourse analysis.	1, 2, 3	Throughout

3		Students will conduct case studies and video Analyses. These in-class activities will give students a chance to apply their knowledge of theories to real scenarios by comparing the communication patterns of members from different discourse communities. Problem-based discussions deepen students' understanding of communicative events involving different discourse communities, and give them a chance to practice their communication skills.	1, 2, 3, 4	Throughout
4		Students will participate in-class presentations. They will present data, which gives students a chance to compare their own communication patterns with those of members from a different culture or discourse community.	2, 3, 4	Throughout

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Class Participation	1, 2, 3, 4	10	Individual: Based on how frequently, actively, and constructively students participate. Case studies and video analysis discussions measure students' ability to apply newly learned principles to real contexts and situations. This is a formative assessment.	Yes

2	Group Project (Presentation)	1, 2, 3, 4	20	Students demonstrate their ability to apply their knowledge of key concepts to critically analyze a real-life scenario and report their findings in a succinct, organized, and professional manner. Students will use AI tools to brainstorm and design and create scenario in the form of digital storytelling. This is a combination of formative assessment and summative assessment.	Yes
3	Group Project (Paper)	2, 3, 4	20	Group work: It assesses students' ability to work effectively as a team to apply learned concepts to a specific contextual scenario. Students also demonstrate their ability to compare communication patterns in different discourse communities. This is a summative assessment.	No

4	Individual Reflection	2, 3	10	Individual: It allows students to critically reflect on what they have experienced and learned through the intercultural learning, evaluates the teamwork and provides a summative account following the guided reflective questions. This is a summative assessment.	No
5	In-Class Exam	1, 2	40	Individual: It evaluates students' ability to comprehend major theories of intercultural communication and to analytically and critically apply these principles to real-world communication challenges. This is a summative assessment.	No

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Class Participation

Criterion

Attendance and active class participation

Excellent (A+, A, A-)

An excellent record of attendance and participation. Attended all classes punctually, always participated actively and constructively in class and group activities.

Good (B+, B, B-)

Satisfactory attendance and punctuality. Generally participated actively and constructively in class and group activities.

Fair (C+, C, C-)

Satisfactory attendance and punctuality. Frequently participated actively and constructively in class and group activities.

Marginal (D)

Satisfactory attendance and punctuality. Participation in class and group activities, was inconsistent.

Failure (F)

Failed to attend two or more classes or did not meaningfully engage with class and group activities.

Assessment Task

2. Group Project (Presentation)

Criterion

In-class presentation of analysis of intercultural communication topics using a discourse analytical approach.

Organization/Delivery/Grammar/Effectiveness/Timing of presentation

Excellent (A+, A, A-)

The presentation provides a very clear and insightful analysis of the intercultural communication issue using a discourse approach. It draws effectively upon evidence from various types of data collected, accounting for successes and difficulties in communication, and synthesizing findings into a coherent argument. The presentation is very well organized, delivered in clear and accurate, fluent and idiomatic English, and within the time limit. AI tools are used effectively to enhance data analysis, visualization, or presentation clarity.

Good (B+, B, B-)

The presentation provides a clear analysis of the intercultural communication issue using a discourse approach. It draws upon evidence from various types of data collected, accounting for successes and difficulties in communication, and synthesizing findings into an argument. The presentation is well organized, delivered in largely accurate, fluent and idiomatic English, and within the time limit. AI tools are appropriately used to support aspects of the analysis or presentation.

Fair (C+, C, C-)

The presentation provides an adequate analysis of the intercultural communication issue using a discourse approach. It draws upon some evidence from data collected, accounting for successes and difficulties in communication, and synthesizing findings into a coherent argument. The presentation is adequately organized and comprehensible, but the standard of the spoken English may need improvement. It may exceed the time limit. AI tools are used with limited effectiveness or integration into the presentation.

Marginal (D)

The presentation provides a poor analysis of the intercultural communication issue using a discourse approach. It exhibits insufficient evidence from data collected, and may lack an explanation for successes and difficulties in communication, or a coherent argument. The presentation is incomplete or partially incomprehensible due to poor organization or the standard of the spoken English. Use of AI tools is minimal or does not contribute meaningfully to the presentation.

Failure (F)

The presentation does not identify an intercultural communication issue or does not use a discourse approach. The presentation is incomplete or largely incomprehensible due to poor organization or significant problems in the standard of the spoken English. AI tools are not used or are misused in a way that detracts from the presentation.

Assessment Task

3. Group Project (Paper)

Criterion

Written paper on intercultural communication topic that presents data collected and analyzed using a discourse analytical approach.

Excellent (A+, A, A-)

Able to analyze and present discourse systems and communication very clearly and insightfully, applying the theoretical framework, accurately giving evidence from data collected, accounting for successes and difficulties in communication, making excellent suggestions for improving the interaction and synthesizing points into a coherent argument expressed in clear and accurate English and within the word limit.

Good (B+, B, B-)

Able to analyze and present discourse systems and communication clearly, applying the theoretical framework fairly accurately giving evidence from data collected, accounting for successes and difficulties in communication, making good suggestions for improving the interaction and synthesizing points into a relatively coherent argument expressed in clear and mostly accurate English and within the word limit.

Fair (C+, C, C-)

There may be some inaccuracies in understanding and applying the framework. Sufficient evidence may not be provided. The paper may lack focus or be poorly argued. There may be problems with the organization or grammar of the paper. The paper may exceed the word limit.

Marginal (D)

There are serious flaws and/or inaccuracies in understanding and applying the framework. Sufficient evidence is not provided. The paper lacks focus or is poorly argued. There are serious problems with the organization or grammar of the paper. The paper is incomplete or incomprehensible due to a large number of language inaccuracies.

Failure (F)

Unable to apply the theories in an accurate way, present a coherent analysis and/or communicate in written English to an acceptable standard.

Assessment Task

4. Individual Reflection

Criterion

Quality and depth of evaluation of learning experiences in this course.

Excellent (A+, A, A-)

Provided a very thorough and critical evaluation strongly supported by ample evidence.

Good (B+, B, B-)

Provided a good evaluation supported by evidence.

Fair (C+, C, C-)

Provided an adequate evaluation with some support.

Marginal (D)

Provided a marginal evaluation within incomplete support.

Failure (F)

Did not complete the peer review or did not provide evidence for the evaluation.

Assessment Task

5. In-class Exam

Criterion

Assesses students' understanding of key intercultural communication theories and concepts, and their ability to apply them critically to real-world scenarios.

Excellent (A+, A, A-)

Demonstrates exemplary subject knowledge with in-depth understanding and critical analysis that goes beyond course requirements. Effectively applies concepts and theories to real-world intercultural communication scenarios.

Good (B+, B, B-)

Shows solid subject knowledge with evidence of completing all required readings and assignments. Applies concepts and theories appropriately to intercultural communication scenarios.

Fair (C+, C, C-)

Displays adequate subject knowledge, meeting minimum expectations. Application of concepts is basic and would benefit from deeper reading and analysis.

Marginal (D)

Shows minimal subject knowledge with weak application to the task.

Failure (F)

No evidence of subject knowledge or failure to complete the exam.

Part III Other Information

Keyword Syllabus

Intercultural communication, discourse systems, cross-group communication, communication and identity, negotiation patterns in different groups, different domains of culture, social group, discourses and communities of practice, intra-Asian and intra-Chinese communicative differences, face systems, ideology, socialization, forms of discourse, high/low context cultures.

Reading List

Compulsory Readings

Title	
1	Hua, Z. (2018). Exploring intercultural communication: Language in action. Routledge.
2	Jackson, J. (2014). Introducing language and intercultural communication. London: Routledge
3	Scollon, Scollon and Jones (2012). Intercultural communication 3rd edition. London: Wiley.

Additional Readings

Title	
1	Abrams, Z. I. (2020). Intercultural Communication and Language Pedagogy: From Theory to Practice. Cambridge University Press.
2	Clyne, M. (1994). Inter-cultural Communication at Work. Cambridge: Cambridge University Press.
3	Gibson, R. (2002). Intercultural Business Communication. Oxford: Oxford University Press.
4	Ferri, G. (2018). Intercultural communication: Critical approaches and future challenges. Springer.
5	Holliday, A., Hyde, M., & Kullman, J. (2021). Intercultural communication: An advanced resource book for students. Routledge.
6	Holliday, A. (2010). Intercultural Communication & Ideology: SAGE Publications. Sage.
7	Hua, Z. (Ed.). (2015). Research methods in intercultural communication: A practical guide. John Wiley & Sons.
8	Jandt, F. E. (Ed.). (2004). Intercultural communication: A global reader. Sage.

9	Jackson, J. (Ed.). (2012). The Routledge handbook of language and intercultural communication. Routledge.
10	Jackson, J. (2014). Introducing language and intercultural communication. Routledge.
11	Piller, I. (2017). Intercultural communication: A critical introduction. Edinburgh University Press
12	Spencer-Oatey, H., & Franklin, P. (2009). Intercultural interaction: A multidisciplinary approach to intercultural communication. Springer.