



Arts & Social
Sciences

School of Humanities and Languages

ARTS 2698, Intercultural Interaction Semester 1, 2014

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1. Course Staff and Contact Details			
Course Convenor			
Name	Dr. Debra Aarons	Room	MB 250
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Consultation Time	Wednesday 3.30 — 5.00		
Lecturer			
Name	Dr. Debra Aarons	Room	
Phone		Email	
Consultation Time			
Tutors			
Name	Dr. Debra Aarons	Room	
Phone		Email	
Consultation Time			
Name		Room	
Phone		Email	
Consultation Time			
Name		Room	
Phone		Email	
Consultation Time			

2. Course Details	
Units of Credit (UoC)	6
Course Description	This course is designed for students with an interest in intercultural interaction, including communication among people from different languages and cultures in varying contexts. The course content includes the basic concepts of linguistic and non-linguistic realisations of culture, as well as an understanding of how these play out in the case of social, political, and religious contexts, intra-culturally and inter-culturally. Issues of power, distance and difference are seen as crucial notions in contexts of linguistic interaction. Interaction is viewed as management of communication, including negotiation, conflict and power relations. The course involves students in interactive scenarios, reflective activities, and working towards analytic conclusions.
Course Aims	<ol style="list-style-type: none"> 1. To increase students' awareness of and sensitivity to difference and sameness, particularly in relation to multicultural and multilingual environments. 2. To highlight the importance and seriousness of inter-cultural approaches to interaction in a globalised world. 3. To distinguish between linguistic and non-linguistic modes of interaction. 4. To distinguish between intra-cultural and inter-cultural interaction. 5. To explore the issues of identity, religion, nationalism and ethnicity in people's conceptions of themselves and others. 6. To focus on the role that power, social distance, economics and values play in inter-cultural interactions.
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Describe and explain the most crucial issues involved in the interaction of people from different cultural backgrounds. 2. Apply context-sensitive analysis to interactions in multi-cultural and multilingual environments. 3. Question the issues of identity, religion, nationalism and

		ethnicity in people's conceptions of themselves and others.
	4.	Examine the role that power, social distance, economics and values play in inter-cultural interactions.
	5.	Analyse specific intercultural interactions from the position of understanding and managing rapport, conflict, negotiation and difference.
Graduate Attributes	1.	The skills involved in scholarly inquiry in Linguistics
	2.	An in-depth engagement with disciplinary knowledge in Linguistics
	3.	The capacity for analytical and critical thinking and for creative problem-solving in Linguistics
	4.	The ability to engage in independent and reflective learning in Linguistics
	5.	Information literacy in Linguistics

3. Learning and Teaching Rationale

Inter-cultural interaction is a field of study relevant to any contexts which involve interaction among people of different cultural and language groups. With the increase of globalisation, inter-cultural interaction is the norm in professional, academic, industrial and social contexts. The course content includes the basic concepts of linguistic and non-linguistic realisations of culture, as well as an understanding of how these play out in the case of social, political, and religious context, intra-culturally and inter-culturally. Issues of power, distance and difference are seen as crucial notions in contexts of linguistic interaction. Interaction is viewed as management of communication, including negotiation, conflict and power relations. Students with a diverse range of interests, including languages, linguistics, media and communication and international relations are eligible to take the course, which involves interactive scenarios, reflection, and then reaching analytic conclusions.

4. Teaching Strategies

1. Interactive lecture format for part of each class— to present the relevant academic concepts and explain their mutual interaction in the framework adopted in the course.
2. Collaborative scenario engagement, then reflection activities, then drawing analytic conclusion—to provide students with experiential learning opportunities, thus enabling them to reflect on the particular issues in each scenario, consequently enabling them to draw together these ideas with the main conceptual apparatus of the course.
3. Group discussion—participants share their experiences and ideas with others
4. Analytic application in oral and written activities—students apply the concepts they have learned to other contexts.
5. Feedback provided in writing by the lecturer— students learn from interactive evaluation

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Analysis		25	2,4	1,2,3,4,5	9 th April
Problem set		30	1,2,3,4,5	1,2,3,4,5	4 th June
Presentation		20	1,2,3,4,5	1,2,3,4,5	ongoing
In-class test		25	1,2	1,2,3,4,5	21 st May

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they

meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. **Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.**

6. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the lecturer and where applicable accompanied by a medical certificate. If students attend less than 80% of their classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement.**

Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.

- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week Commencing:	Topic	Readings
5/3	Introduction	Samovar <i>et al</i> ch. 1; Martin & Nakayama ch. 1; Spencer-Oatey and Franklin ch.3
12/3	Culture	Samovar <i>et al</i> ch. 2&3; Martin & Nakayama ch. 3; Spencer-Oatey and Franklin ch. 2
19/3	Communication	Samovar <i>et al</i> ch. 8; Martin & Nakayama ch. 3; Spencer-Oatey and Franklin ch. 4
26/3	Context	Samovar <i>et al</i> ch. 10; Martin & Nakayama ch. 3; Spencer-Oatey and Franklin ch. 5
2/4	Power	Martin & Nakayama ch. 3; Spencer-

		Oatey and Franklin ch. 5 & 6
9/4	History of I/C	Martin & Nakayama ch. 2; Spencer-Oatey and Franklin ch. 3
16/4	Identity	Samovar <i>et al</i> ch. 7; Martin & Nakayama ch. 5; Spencer-Oatey and Franklin ch.7
BREAK		
30/4	Language	Samovar <i>et al</i> ch. 8; Martin & Nakayama ch. 6; Spencer-Oatey and Franklin ch.3, 4, 5
7/5	I/C Relationships	Samovar <i>et al</i> ch. 7; Martin & Nakayama ch. 10; Spencer-Oatey and Franklin ch.5
14/5	I/C Conflict	Samovar <i>et al</i> ch. 7; Martin & Nakayama ch. 11; Spencer-Oatey and Franklin ch.6
21/5	TEST	
28/5	Non-verbal Communication	Samovar <i>et al</i> ch. 9; Martin & Nakayama

NOTE: Tutorial Exercises will be handed out in Week 1.
Other readings may be recommended as the course proceeds.

9. Course Resources

Intercultural Interaction—A multidisciplinary perspective

Author	Spencer-Oatey, H., and Franklin, P.
ISBN	ISBN-13:978-1-4039-8631-3
Year Published	2009
Edition	first
Publisher	Palgrave Macmillan
Additional Details	Series: Research and Practice in Applied Linguistics. General Editors, Candlin, C., and Hall, D.

Communication between Cultures

Author	Samovar,L., Porter, R., McDaniel, E.
ISBN	0: 0-495-56744-2
Year Published	2010
Edition	7th
Publisher	Wadsworth, Cengage

Intercultural Communication in Contexts

Author	Martin, J., and Nakayama, T.
ISBN	978-0-07-338512-9
Year Published	2010
Edition	5th
Publisher	MacGraw Hill, Higher Education

10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

13. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.