

ENGE2710 Language and Intercultural Communication

Term-2, 2026-27

Time/Venue: TBA

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Course Description

This course introduces the fundamentals of intercultural communication with the aim of helping students interact more appropriately and effectively with people who have a different linguistic and cultural background. Through exposure to current language and intercultural communication theory and research, students develop a deeper understanding of what it means to be an interculturally competent communicator and are encouraged to become more open-minded and actively engaged in intercultural interactions. Topics include: the concept of culture; language & cultural socialization; cultural variations in verbal and non-verbal communication; language, culture, and identity; identity formation and development; intercultural relationships; prejudice and stereotypes; intercultural transition and adjustment; study/residence abroad; and language, interculturality & global citizenship. This interactive course will consist of lectures, readings, discussions, intercultural reflection exercises, a language and cultural identity narrative, a midterm examination, and an intercultural-global citizenship project. This course should be of interest and use to both local and international students.

Topics/Fundamental Concepts

- Introduction to course/ Defining culture and communication
- The dimensions of intercultural communication
- Cultural patterns and communication: beliefs, values, and worldview
- Language, cultural, and ethnic identities, cultural biases and intercultural contact
- Verbal and non-verbal communication in intercultural interactions
- Constructive intercultural conflict management
- Language socialization and identity (re)construction during study/residence abroad
- Intercultural adjustment and adaptation
- Intercultural competence in interpersonal relationships
- Language and intercultural communication in the global workplace
- The development of intercultural, global citizenship

Learning Outcomes

By the end of the course, students should be able to:

- describe core elements in language and intercultural communication and theories of intercultural (communicative) competence, intercultural adjustment, and identity construction/negotiation;
- explain how culture influences their own life (e.g., values, beliefs, communication styles);
- discuss cultural diversity and identify constructive ways to meet the challenges of intercultural communication;
- recognize diverse ways of communicating in different cultural situations;
- assess their cultural self-awareness and communication style and set realistic goals to enhance their intercultural communicative competence (e.g., ability to communicate effectively and appropriately with people from other cultures) and global citizenship identity;
- explain why intercultural competence development is best viewed as a lifelong process.

Course Components

Teaching modes and learning activities	Percentage of time
On-site face-to-face lectures Interactive activities and group discussions	100%

Required and Recommended Materials**Required text:**

Jackson, J. (2024). *Introducing language and intercultural communication* (3rd ed.). Routledge. (Hard copy available at the University bookstore)

Recommended reading:

Ting-Toomey, S., & Chung, L. (2012). *Understanding intercultural communication* (2nd ed.). Oxford University Press.

*Additional readings, lecture slides, and supplementary materials will be provided on Blackboard.

Assessment Scheme

	Assessment	Task nature	Weight
1	Attendance and contribution in class	Participation	10%
2	Language & cultural identity narrative	Essay	15%
3	In-class examination	Examination	40%
4	Intercultural-global citizenship project	Project	35%

Attendance and Participation (10%)

You are expected to be prepared for and attend classes regularly and on time. Active participation in class is essential. Attendance will be taken at the beginning of each class. Absenteeism, tardiness, and the submission of assignments after the due date will result in a lower grade. Late assignments will be penalized 20% of the grade. No assignments will be accepted after one week beyond the due date.

Language & Cultural Identity Paper (15%)

You will be required to write an 8-10 page (double-spaced) paper that describes your language and cultural background and how you think it influences your communication with others. Your narrative should be descriptive and analytical. Please use headings and sub-headings to guide the reader; cite sources using APA format. Specific guidelines will be provided.

In-class Examination (40%)

The examination must be taken on the day assigned. A make-up exam will be given *only* in the case of an excused absence, such as a verifiable illness. The examination will consist of multiple-choice questions and short essays.

Intercultural-Global Citizenship Project (35%)

Throughout the course we explore many topics related to language, interculturality, and global citizenship. For this video project, **you** will decide on an intercultural topic that is relevant to the course and especially meaningful/interesting to you (e.g., preparation for studying abroad, intercultural transitions, ways to adjust to diverse cultures of learning, language and identity, intercultural friendship/romance, global citizenship). You will seek out a minimum of three individuals who have a different linguistic and cultural background from yourself; with their consent, you will gather their views about your chosen topic. Record your own ideas about what the topic means to you, making connections to course concepts. Specific guidelines will be provided. (A video-making/editing workshop will be offered to enhance your digital literacy skills.)

E-learning Platform

Blackboard will serve as our web-based course management system. It will be used for: the dissemination of course materials (e.g., PPT slides), student work submission, and course announcements.

Feedback for Course Enhancement

At the end of the semester, you will be invited to provide feedback on the course via a questionnaire. Your feedback is highly valued and will be used to revise the course. You may also offer suggestions at any time.

Use of Artificial Intelligence (AI) Tools

All use of AI tools is prohibited. In any kind of learning activity or assessment that will be counted towards the final course grades (or used for evaluating attainment of the desired learning outcomes), students are **not** allowed to submit work which is produced with the collaboration of or supported by the use of any AI tools (e.g. ChatGPT). Improper/unauthorized use of AI tools in learning activities and assessments will constitute acts of academic dishonesty and will be handled according to the University's *Procedures for Handling Cases of Academic Dishonesty*.

In case of queries, students should seek advice from the course teacher.

Academic Honesty and Plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed [declaration](#) that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.
- Assignments without a properly signed declaration will not be graded by teachers.
- Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/share/copy the materials to a third-party without seeking prior permission from the staff members/teachers concerned.

Grading Criteria

Grade A / Excellent: Outstanding performance on ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority

Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Fair (Plus): VERY SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Fair: SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Fair (Minus): SOMEWHAT SATISFACTORY performance on A NUMBER OF learning outcomes.

Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on A FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: ALMOST BARELY satisfactory performance on VERY FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Fails to address the course and likely does not understand what the course requires. In other words, the work completely misses the point.