School of Humanities Creative Industries SocialSci

LING2501: Cross-cultural Communication

Callaghan
Semester 2 - 2025

COURSE OUTLINE

The School of Humanities, Creative Industries and Social Sciences is committed to providing an inclusive environment for open debate in our courses. We expect students and staff to act with respect, honesty, fairness, trustworthiness and accountability as outlined in the university's Code of Conduct for students and staff. We also abide by the university's Code for the Protection of Freedom of Speech and Academic Freedom, which includes a duty to foster the wellbeing of staff and students. We advise that our courses may contain language, images, voices, representations, and names of deceased persons. Our courses may also contain material on difficult subjects that may cause offence. We treat such material with special consideration when it is available as context in the pursuit of knowledge in our courses. As a matter of particular significance in the Australian context, the School acknowledges and respects the unique histories and cultures of Aboriginal and Torres Strait Islander peoples, their unbroken relationship with the lands and the waters of Australia over millennia, and the validity of Aboriginal ways of knowing. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education.

OVERVIEW

Course Description

In a world where networks are increasingly international and global, communication between speakers from different cultural backgrounds is becoming politically, economically and socially essential. Because cultural values expressed through language often do not "translate" accurately, miscommunication may arise from a lack of awareness of cultural and linguistic differences. This course explores some of the ways in which languages embody cultural differences in word meanings, in sentence structures, and in norms of interaction.

Academic Progress Requirements

Nil

Requisites

Course Replacement:
You cannot enrol if you have successfully completed any of the following course(s):
LING3003

Assumed Knowledge

Nil

Contact Hours

Callaghan
Lecture
Face to Face On Campus
2 hour(s) per week(s) for 12 week(s) starting Week 1

Unit Weighting Workload

10
Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

CONTACTS

Course Coordinator

Callaghan
Ms Suzan Makhloof
Suzan.Makhloof@newcastle.edu.au
Consultation: Consultations available via email.

Teaching Staff

Other teaching staff will be advised on the course Canvas site.

School Office

School of Humanities Creative Industries and Social Sciences
Social Sciences Building
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SYLLABUS

Course Content

The course explores ways in which language embodies cultural differences, and investigates problems and principles in the study of cross-cultural communication. Topics to be discussed will include:

- words, meanings and cultural values - how vocabulary can give insight into a culture;
- linguistic and cultural metaphors;
- norms of conversational interaction - cross-cultural comparisons;
- problems in describing cultural values - "indirectness", "restraint", "politeness".

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Demonstrate awareness of ways in which cultural diversity is encoded in language;

2. Demonstrate an understanding of relationships between linguistic communication and cultural contexts;

3. Demonstrate an understanding of underlying causes of problems in cross-cultural communication;

4. Demonstrate knowledge of different approaches to the study of cross-cultural interaction.

5. Apply your knowledge of the research process to contribute to a research project

Course Materials

A list of all course materials will be available on the Canvas website.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	22 Jul	Introduction into Cross-Cultural Communication	Lecture	
2	29 Jul	Cultural Differences and Problems in Cross-Cultural Communication	Lecture	
3	5 Aug	Understanding Transcultural Communication and Cultural Keyword	Lecture	
4	12 Aug	Cross-Cultural Misunderstanding: Humor	Lecture	
5	19 Aug	Cross-Cultural	Lecture	

		Misunderstanding: More on Humor, Emoji and Emoticons		
Recess				
6	2 Sep	Chronemic and Haptic Cultural Differences	Lecture	
7	9 Sep	Code-Switching, Language Choice, and Nonverbal Communication	Lecture	Assessment 1: Reflective and Analytical Essays 23:59, Sunday, 14 September 60% (25% and 35%)
8	16 Sep	Translation and Cross-Cultural Communication: Tourism Promotional Materials (TPMs) - Part 1	Lecture	
9	23 Sep	Translation and Cross-Cultural Communication: Tourism Promotional Materials (TPMs) - Part 2	Lecture	
Recess				
10	7 Oct	Politeness Strategies and Cross-Cultural Impoliteness	Lecture	Assessment 2: Part A (Case Study) 23:59, Sunday, 12 October 20%
11	14 Oct	Review	Lecture	
12	21 Oct	Oral presentations of case study	Lecture	Assessment 2: Part B (Oral Presentation) In class, Week 12 10%
13	28 Oct	N/A	N/A	Assessment 3: Report 23:59, Sunday, 2 November 10%
Exams				
Exams				

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	2 x Reflective and analytical essays	23:59, Sunday, 14 September	Individual	60% (25% and 35%)	1, 2, 3, 4
2	Case Study	Part A: Case Study 23:59, Sunday, 12 October Part B: Oral Presentation In class, Week 12	Individual	30% (20% and 10%)	1, 2, 3, 4
3	Report	23:59, Sunday, 2 November	Individual	10%	5

Late Submissions The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - 2 x Reflective and analytical essays

Assessment Type Written Assignment
Description This is a two-part assessment. In part A, students will define their own understanding of their personal cultural and language background, cross-cultural experiences, and intercultural skills they wish to develop for work and other applications. In Part B, they will analyse and briefly discuss the cultural meanings conveyed in 1 cultural keyword from a language of their choice (their mother tongue, or a language of which they have some knowledge), based on linguistic data including 5-10 examples of the use of the word/s in written and/or spoken sentences in the language, with evidence from relevant literature to support their analysis. Keywords are culturally important words that are usually very hard to translate accurately. If there are 2 or 3 words of similar meaning, students may compare them.
Weighting 60% (25% for Part A & 35% for Part B)
Length 2000 words +/-10% (Part A: 800 words; Part B: 1200 words)
Due Date 23:59, Sunday, 14 September
Submission Method Online
Assessment Criteria Please see the assessment rubric on the course Canvas site.
Return Method Online
Feedback Provided Online – written feedback
Opportunity to Reattempt Students will not be given the opportunity to reattempt this assessment.

Assessment 2 - Case Study

Assessment Type Case Study / Problem Based Learning
Description This assessment is divided into two parts (A & B). In Part A, students will observe and analyse examples of cross-cultural misunderstanding drawn from media, literature, or persona or workplace experience, relating their analysis to relevant
theoretical approaches. In Part B, students will orally present their case study in class for 5 mins.
Weighting 30% (20% for the case study + 10% for oral presentation)
Length Part A (Case study): 1000 words +/-10%
Part B (Oral presentation): 5 minutes +/-10%
Due Date Part A (Case study): 23:59, Sunday, 12 October
Part B (Oral presentation): In class, Week 12
Submission Method Online
Assessment Criteria Please see the assessment rubric on the course Canvas site.
Return Method Online
Feedback Provided Online – written feedback

Opportunity to Reattempt	Students will not be given the opportunity to reattempt this assessment.

Assessment 3 - Report

Assessment Type	Report
Description	REASEARCH PARTICIPATION: Contribute to a linguistic research project by applying knowledge of the scientific research process. Choose between three options: 1) Choose from list of available research projects, participate as a study participant, submit a Research Participation Report. 2) Choose from list of available research tasks, complete the research task, submit a Research Task Report. 3) Choose a talk from the list of talks for the Linguistics Seminar Series, attend talk and submit a Talk Summary. Available research projects, tasks and talks will be listed on Canvas by the end of week 2 of semester.
Weighting	10%
Length	400 words (+/- 10%)
Due Date	23:59, Sunday, 2 November
Submission Method	Online
Assessment Criteria	Please see the assessment rubric on the course Canvas site.
Return Method	Online
Feedback Provided	Online – written feedback
Opportunity to Reattempt	Students will not be given the opportunity to reattempt this assessment.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential

improvement. The university's student experience surveys can be accessed here. Once a year you will also receive a student experience survey from Quality Indicators for Learning and Teaching (QILT). The School welcomes your constructive feedback and thanks you in advance for the time and thought you put into your survey responses.

Assessment Workload

Each assessment in this course has been calibrated to its level of learning outcome complexity (Blooms levels 1-6) as well as its depth and breadth of knowledge from introductory first year courses to more senior third year and postgraduate advanced levels. Because assessments vary considerably in the School, different lengths are designed with an estimate of the effort required to complete them. When considering the workload for each assessment item in a course, students can assume that 100% of the assessment equates to ~100 hours of expected time needed at each level. For example, in a 10-unit 1000-level course with a 1000-word written task weighted at 25% assumes it will take ~25 hours of work on average for most students at that level. This is a general guidance note, not indicative of grades to be expected, and some students may complete their assessments with more or less effort than others. Students should consult their course coordinators for advice on workload expectations for their different assessments.

Learning Analytics

The University uses an evidence-based approach to enhancing student learning and delivering support. Our careful analysis of data through learning analytics informs decision making processes related to student learning, academic outcomes, and support services. Learning analytics may be used to identify targeted individual opportunities for additional support services or interventions.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure.

In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.

Academic Integrity and Ethical Academic Conduct Policy

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations.

Please refer to the Academic Integrity and Ethical Academic Conduct Policy

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s).

Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;

3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure.

Use of generative artificial intelligence in course assessments

It is critical that any work submitted for assessment is your own original work. Before using generative AI tools (such as ChatGPT, Perplexity, Microsoft Copilot, etc) in any assessable work you must ensure that such use is in line with the requirements for the course and expectations of your Course Coordinator

Misuse of AI tools may be considered a breach of the University's Student Conduct Rule and could result in disciplinary action.

Artificial Intelligence detection software may be used to review any work you submit. If you have used AI in any way other than has been expressly permitted by your course coordinator, you may be engaging in academic misconduct and be subject to penalties.

For information, refer to:

- Generative AI Tools
- Academic Integrity

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures that support a safe and respectful environment at the University

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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