

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2019/20**

Part I Course Overview

Course Title:	Workplace Culture and Interaction
Course Code:	EN3586
Course Duration:	One semester
Credit Units:	3
Level:	B3
Proposed Area: <i>(for GE courses only)</i>	X Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	EN2407 Organizational Culture and Communication
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to provide students with an understanding of the communication practices and values typical of the most important approaches to management found in contemporary organizations. It provides a range of conceptual frameworks for understanding communication in the workplace and its relationship to organizational culture, and aims to develop the ability to apply different perspectives and theories, such as exogenous theories and participant-relevant perspectives, to the analysis of workplace interactions. The course provides opportunities for students to develop organizational communication skills by analyzing communication cases in a range of contexts.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Explain the communication practices and values typical of the most important approaches to management found in contemporary organizations		√	√	
2.	Develop the ability to analyse interaction from an emic (participant-relevant) perspective to understand how people organize their conduct in institutional settings and in culturally specific ways		√	√	
3.	Critically analyze workplace interactions in terms of underlying values, belief systems and power structures of the participants		√	√	√
4.	Develop theoretically-grounded recommendations for improving communication practices in common organizational functions, such as recruitment, decision-making and conflict management			√	√
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

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 self-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.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1.	<p>Lectures and readings</p> <ul style="list-style-type: none"> - lecture notes and readings explain how different theories and analytical approaches are applied to workplace communication - lecture notes and readings help students to understand how different management approaches influence organisational culture and the ways in which different workplace processes are enacted - these provide explanation of ways in which communication processes unfold, link them to different management approaches and explain the relationship between these 	√	√	√	√			
2.	<p>Case studies</p> <ul style="list-style-type: none"> - case studies give students the opportunity to apply their understanding of different approaches to specific workplace settings and scenarios, and to critically analyse their impact - these provide real-life interaction and realistic scenarios in which students can develop understandings of how participants construct the institutional businesses in the setting and can identify specific problems and make appropriate recommendations based on their understanding of key theories and issues 		√	√	√			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4			
Continuous Assessment: 100%							
<p>Group presentation -</p> <p>This requires students to analyse a workplace in terms of its culture and demonstrate how the underlying values found there influence management approaches covered in the course.</p> <ul style="list-style-type: none"> - students have to demonstrate their ability to unpack the culture of an organisation and their understanding of the key management approaches. 	√		√	√		15%	
<p>Group report -</p> <p>This requires students to analyse a workplace in terms of its culture and demonstrate how the underlying values found there influence communication processes, and to make recommendations on the basis of any problems they have identified.</p> <ul style="list-style-type: none"> - students have to demonstrate their ability to unpack the culture of an organisation and their understanding of the key management approaches. - students have to demonstrate their ability to evaluate a specific communication process in critical terms. - students have to 	√		√	√		30%	

demonstrate their ability to make appropriate recommendations on the basis of any problems they have identified.							
Quiz - This will test students' understanding of the main issues and concepts relating to the various management approaches discussed in the course.	√					20%	
In-class interaction analysis - This will test students' understanding of the meanings and aims of interaction analysis as well as their knowledge in analysing real-life interaction and making necessary interpretations.		√				30%	
Participation – This requires students to actively participate class discussions and to fulfill course requirements in a satisfying manner.	√	√	√	√		5%	
Examination: _____% (duration: _____)							

* The weightings should add up to 100%.

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task 1: Group presentation (15%)

Criterion	Excellent (A+,A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Understanding of key issues and concepts	<ul style="list-style-type: none"> ◆ Shows full understanding of main issues and concepts ◆ All relevant information is included in explanation of issues and concepts 	<ul style="list-style-type: none"> ◆ Shows sound understanding of main issues and concepts ◆ Most relevant information is included in explanation of issues and concepts 	<ul style="list-style-type: none"> ◆ Shows adequate understanding of main issues and concepts ◆ Sufficient information is included in explanation of issues and concepts 	<ul style="list-style-type: none"> • Shows inadequate understanding of main issues and concepts • Insufficient information is included in explanation of issues and concepts 	<ul style="list-style-type: none"> ◆ Shows little understanding of main issues and concepts ◆ Very limited information is included in explanation of issues and concepts
Understanding of organisational culture	<ul style="list-style-type: none"> • Provides comprehensive description of organisational culture • The culture is comprehensively analyzed and 	<ul style="list-style-type: none"> • Provides sound description of organisational culture • The culture is soundly analyzed and explained 	<ul style="list-style-type: none"> • Provides adequate description of organisational culture • The culture is adequately analyzed and explained 	<ul style="list-style-type: none"> • Provides mostly inadequate description of organisational culture • The culture is inadequately analyzed and 	<ul style="list-style-type: none"> • Provides totally inadequate description of organisational culture • The culture is barely analyzed/The analysis is not at all comprehensible

	explained			explained	
Understanding the relationship between management approaches and organisational culture	<ul style="list-style-type: none"> ◆ Shows full understanding of factors affecting organisational culture ◆ Provides comprehensive explanation of relationship between management approach and its influence on organisational culture 	<ul style="list-style-type: none"> ◆ Shows sound understanding of factors affecting organisational culture ◆ Provides sound explanation of relationship between management approach and its influence on organisational culture 	<ul style="list-style-type: none"> ◆ Shows adequate understanding of factors affecting organisational culture ◆ Provides sufficient explanation of relationship between management approach and its influence on organisational culture 	<ul style="list-style-type: none"> ◆ Shows inadequate understanding of factors affecting organisational culture ◆ Provides inadequate explanation of relationship between management approach and its influence on organisational culture 	<ul style="list-style-type: none"> ◆ Shows little understanding of factors affecting organisational culture ◆ Provides little explanation of relationship between management approach and its influence on organisational culture

Assignment Task 2: Group report (30%)

Criterion	Excellent (A+,A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Understanding of key issues and concepts	<ul style="list-style-type: none"> ◆ Shows full understanding of main issues and concepts ◆ All relevant information is included in explanation of issues and concepts 	<ul style="list-style-type: none"> ◆ Shows sound understanding of main issues and concepts ◆ Most relevant information is included in explanation of issues and concepts 	<ul style="list-style-type: none"> ◆ Shows adequate understanding of main issues and concepts ◆ Sufficient information is included in explanation of issues and concepts 	<ul style="list-style-type: none"> • Shows inadequate understanding of main issues and concepts • Insufficient information is included in explanation of issues and concepts 	<ul style="list-style-type: none"> ◆ Shows little understanding of main issues and concepts ◆ Very limited information is included in explanation of issues and concepts
Understanding of organisational culture	<ul style="list-style-type: none"> • Provides comprehensive description of organisational culture • The culture is comprehensively analyzed and explained 	<ul style="list-style-type: none"> • Provides sound description of organisational culture • The culture is soundly analyzed and explained 	<ul style="list-style-type: none"> • Provides adequate description of organisational culture • The culture is adequately analyzed and explained 	<ul style="list-style-type: none"> • Provides mostly inadequate description of organisational culture • The culture is inadequately analyzed and explained 	<ul style="list-style-type: none"> • Provides totally inadequate description of organisational culture • The culture is barely analyzed/The analysis is not at all comprehensible

<p>Understanding the relationship between management approaches, organisational culture and communication processes</p>	<ul style="list-style-type: none"> ◆ Shows full understanding of factors affecting communication processes ◆ Provides comprehensive explanation of relationship between management approach, organisational culture, and their impact on communication process 	<ul style="list-style-type: none"> ◆ Shows sound understanding of factors affecting communication processes ◆ Provides sound explanation of relationship between management approach, organisational culture, and their impact on communication process 	<ul style="list-style-type: none"> ◆ Shows adequate understanding of factors affecting communication processes ◆ Provides sufficient explanation of relationship between management approach, organisational culture, and their impact on communication process 	<ul style="list-style-type: none"> ◆ Shows inadequate understanding of factors affecting communication processes ◆ Provides inadequate explanation of relationship between management approach, organisational culture, and their impact on communication process 	<ul style="list-style-type: none"> ◆ Shows little understanding of factors affecting communication processes ◆ Provides little explanation of relationship between management approach, organisational culture, and their impact on communication process
<p>Ability to give appropriate recommendations</p>	<ul style="list-style-type: none"> ◆ Recommendations are entirely appropriate 	<ul style="list-style-type: none"> ◆ Recommendations are mostly appropriate 	<ul style="list-style-type: none"> ◆ Recommendations are adequate 	<ul style="list-style-type: none"> ◆ Recommendations are somewhat inappropriate 	<ul style="list-style-type: none"> ◆ Recommendations are entirely inappropriate

Assessment Task 3: Quiz (20%)

Criterion	Excellent (A+,A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Understanding of key issues and concepts	<ul style="list-style-type: none"> ◆ Shows full understanding of main issues and concepts ◆ All relevant information is included in explanation of issues and concepts 	<ul style="list-style-type: none"> ◆ Shows sound understanding of main issues and concepts ◆ Most relevant information is included in explanation of issues and concepts 	<ul style="list-style-type: none"> ◆ Shows adequate understanding of main issues and concepts ◆ Sufficient information is included in explanation of issues and concepts 	<ul style="list-style-type: none"> • Shows inadequate understanding of main issues and concepts • Insufficient information is included in explanation of issues and concepts 	<ul style="list-style-type: none"> ◆ Shows little understanding of main issues and concepts ◆ Very limited information is included in explanation of issues and concepts

Assessment Task 4: In-class interaction analysis (30%)

Criterion	Excellent (A+,A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Understanding of key concepts	<ul style="list-style-type: none"> ◆ Demonstrates an in-depth understanding of the meanings and aims of interaction analysis; ◆ All relevant information is included in explanation of the analysis. 	<ul style="list-style-type: none"> ◆ Demonstrates good understanding of the meanings and aims of interaction analysis; ◆ Most relevant information is included in explanation of the analysis 	<ul style="list-style-type: none"> ◆ Demonstrates fair understanding of the meanings and aims of interaction analysis; ◆ Sufficient information is included in explanation of the analysis 	<ul style="list-style-type: none"> ◆ Demonstrates marginal understanding of the meanings and aims of interaction analysis; ◆ Insufficient information is included in explanation of the analysis 	<ul style="list-style-type: none"> ◆ Demonstrates poor understanding of the meanings and aims of interaction analysis; ◆ Very limited information is included in explanation of the analysis
Demonstration of analysis and interpretation knowledge and skills as well as ability to discuss appropriate implications	<ul style="list-style-type: none"> ◆ Excellent accuracy of analysis; ◆ Excellent accurate interpretation of the analysis; ◆ Excellent implications of the findings. 	<ul style="list-style-type: none"> ◆ Good accuracy of analysis; ◆ Good accurate interpretation of the analysis; ◆ Good implications of the findings. 	<ul style="list-style-type: none"> ◆ Fair accuracy of analysis; ◆ Fair accurate interpretation of the analysis; ◆ Fair implications of the findings. 	<ul style="list-style-type: none"> ◆ Marginal accuracy of analysis; ◆ Marginal accurate interpretation of the analysis; ◆ Marginal implications of the findings. 	<ul style="list-style-type: none"> ◆ Poor accuracy of analysis; ◆ Poor accurate interpretation of the analysis; ◆ Poor implications of the findings.

Participation (5%)

Criterion	Excellent (A+,A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Participation	Makes significant contribution to in-class discussion and completes tasks satisfactorily.	Makes occasional contribution to in-class discussion and completes the tasks satisfactorily.	Seldom makes adequate contribution to in-class discussion and in class tasks.	Little evidence of participation in class; completes very few in-class tasks.	Fails to sufficiently participate in in-class activities (including discussion and other tasks)

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

organizational communication
 theories of management
 written communication
 spoken communication
 power and politeness
 organizational culture
 critical approaches
 assimilation processes
 conflict management
 decision-making
 interaction analysis

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	
2.	
3.	
...	

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Miller, K. (2006). <i>Organizational Communication: Approaches and processes</i> . Belmont, CA: Thomson Wadsworth
2.	Adler, R., & Elmhorst, J. (2002) <i>Communicating at work: Principles and practices for business and the professions</i> . Boston: McGraw-Hill
3.	Richmond, V., McCroskey, J., & McCroskey, L. (2005). <i>Organizational communication for survival: Making work, work</i> . Boston: Pearson
4.	Vine, B. (ed.) (2017) <i>Routledge handbook of language in the workplace</i> . London: Routledge
5.	Bhatia, V., & Bremner, S (eds.) (2016). <i>Routledge handbook of language and professional communication</i> . London: Routledge.
6.	Stevanovic, M., & Peräkylä, A. (2012). Deontic authority in interaction: The right to announce, propose, and decide, <i>Research on Language & Social Interaction</i> , 45(3), 297-321.
7.	McQuade, R., Wiggins, S., Ventura-Medina, E., & Anderson, T. (2018) Knowledge disagreement formulations in problem-based learning tutorials: Balancing pedagogical demands with ‘saving face’, <i>Classroom Discourse</i> , 9(3), 227-243.
8.	Nguyen, H. t. (2012). <i>Developing interactional competence: A conversation-analytic study of patient consultations in pharmacy</i> . Basingstoke, UK: Palgrave Macmillan.
9.	Jung, H., & Ro, E. (2019). Validating common experiences through focus group interaction. <i>Journal of Pragmatics</i> , 143, 169-184.