

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester B 2021/2022**

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 and describing workplace culture, and aims to develop the ability to apply different perspectives and theories, 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 workplace cultures by employing a variety of frameworks in applied linguistics		√	√	√
3.	Develop the ability to analyse workplace interactions by employing a variety of frameworks in applied linguistics		√	√	√
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 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 demonstrate their ability to make appropriate recommendations on the basis of any problems they have identified. 	√		√	√			30%	Group assessment
<p>–Case study analysis-</p> <p>This will test students’ understanding of the main issues and concepts relating to the various management approaches discussed in the course, and apply these concepts to a given case.</p>	√						30%	Individual assessment

Analysis paper - This will test students' understanding of key concepts covered in class by analysing instances of workplace interaction and making necessary interpretations.		√					35%	Individual assessment
Participation – This requires students to actively participate class discussions and to fulfill course requirements in a satisfying manner.	√	√	√	√			5%	Individual assessment
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.)

Assignment Task : 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 ◆ Shows a high level of engagement with relevant concepts covered in class ◆ 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 ◆ Shows a good level of engagement with relevant concepts covered in class ◆ 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 ◆ Shows some engagement with concepts covered in class ◆ Sufficient information is included in explanation of issues and concepts 	<ul style="list-style-type: none"> • Shows inadequate understanding of main issues and concepts • Shows limited engagement with concepts covered in class • Insufficient information is included in explanation of issues and concepts 	<ul style="list-style-type: none"> ◆ Shows little understanding of main issues and concepts ◆ Shows no engagement with concepts covered in class ◆ Very limited information is included in explanation of issues and concepts
Ability to give appropriate recommendations	<ul style="list-style-type: none"> ◆ Recommendations are entirely appropriate, and align with concepts covered in class 	<ul style="list-style-type: none"> ◆ Recommendations are mostly appropriate, with some relevance to concepts covered in class 	<ul style="list-style-type: none"> ◆ Recommendations are adequate 	<ul style="list-style-type: none"> ◆ Recommendations are somewhat inappropriate, and do not align with concepts covered in class 	<ul style="list-style-type: none"> ◆ Recommendations are entirely inappropriate, and do not align with concepts covered in class

Assessment Task : Case study analysis (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 ◆ Shows a high level of engagement with relevant concepts covered in class 	<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 ◆ Shows a good level of engagement with relevant concepts covered in class 	<ul style="list-style-type: none"> ◆ Shows adequate understanding of main issues and concepts ◆ Sufficient information is included in explanation of issues and concepts ◆ Shows some engagement with concepts covered in class 	<ul style="list-style-type: none"> • Shows inadequate understanding of main issues and concepts • Insufficient information is included in explanation of issues and concepts • Shows limited engagement with concepts covered in class 	<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 ◆ Shows no engagement with concepts covered in class

Assessment Task : Analysis paper (35%)

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	<ul style="list-style-type: none"> ◆ Excellent accuracy of analysis; ◆ Excellent implications of the findings. ◆ Arguments and observations are clearly presented and are well-supported by the use of data and academic sources 	<ul style="list-style-type: none"> ◆ Good accuracy of analysis; ◆ Good implications of the findings. ◆ Arguments and observations are clearly presented and are well-supported by the use of data and academic sources most of the time 	<ul style="list-style-type: none"> ◆ Fair accuracy of analysis; ◆ Fair implications of the findings. ◆ Arguments and observations are presented and are supported by the use of data and academic sources occasionally 	<ul style="list-style-type: none"> ◆ Marginal accuracy of analysis; ◆ Marginal implications of the findings. ◆ Arguments and observations are presented and supported by evidence in a limited way 	<ul style="list-style-type: none"> ◆ Poor accuracy of analysis; ◆ Poor implications of the findings. ◆ Arguments and observations are not clearly presented, and are not supported by any evidence

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.	Holmes, J. (2006). <i>Gendered talk at work: Constructing social identity through workplace interaction</i> . Oxford: Blackwell Publishing.
3.	Holmes, J. & Stubbe, M. (2015). <i>Power and politeness in the workplace: A sociolinguistic analysis of talk at work</i> . London: Routledge.
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.	Koester, A. (2010). <i>Workplace discourse</i> . London: Continuum.