

# EN3586: WORKPLACE CULTURE AND INTERACTION

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## Effective Term

Semester B 2022/23

## Part I Course Overview

### Course Title

Workplace Culture and Interaction

### Subject Code

EN - English

### Course Number

3586

### Academic Unit

English (EN)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

EN2407 Organizational Culture and Communication

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course aims to provide students with an understanding of the communication practices and 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.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe and explain the communication practices found in contemporary organizations		x	x	
2	Analyse workplace cultures by employing a variety of frameworks in applied linguistics		x	x	x
3	Analyse workplace interactions by employing a variety of frameworks in applied linguistics		x	x	x
4	Develop theoretically-grounded recommendations for improving communication practices in common organizational functions.			x	x

#### 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.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	<p>Lectures and readings</p> <ul style="list-style-type: none"> <li>- lecture notes and readings explain how different theories and analytical approaches are applied to workplace communication</li> <li>- lecture notes and readings help students to understand how organisational culture and communication practices are interconnected</li> <li>- these provide explanation of ways in which communication processes unfold, and provide a variety of frameworks in applied linguistics through which these communication processes can be analysed</li> <li>- Lecture notes and readings also present examples of data from research studies which provide students with hands-on experience of analysing research data</li> </ul>	1, 2, 3, 4	

2		<p>Case studies</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- these provide realistic scenarios in which students can develop understandings of how participants construct meaning and perform identities in different workplace settings</li> <li>- these provide students the opportunity to think critically and identify common communication problems found in contemporary organisations and make appropriate recommendations based on their understanding of key theories and issues</li> </ul>	1, 2, 3, 4	
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**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks
1	<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>	1, 4	30	Individual assessment

2	<p>Group research paper-</p> <p>This requires students to analyse a workplace in terms of its culture and communication processes, and to make recommendations on the basis of any problems they have identified.</p> <p>- students have to demonstrate their ability to unpack the culture of an organisation by applying the theoretical frameworks covered in lectures.</p> <p>- students have to demonstrate their ability to make appropriate recommendations on the basis of any problems they have identified.</p>	1, 2, 4	30	Group assessment
3	<p>Analysis paper -</p> <p>This will test students' understanding of key concepts covered in class by analysing instances of workplace interaction and making necessary interpretations.</p>	1, 3, 4	35	Individual assessment
4	<p>Participation -</p> <p>This requires students to actively participate class discussions and to fulfill course requirements in a satisfying manner.</p>	1, 2, 3, 4	5	Individual assessment

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

Case study analysis (30%)

**Criterion**

## Understanding of key issues and concepts

### **Excellent (A+, A, A-)**

- 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
- The case is extremely well-presented and the arguments made are extremely clear, supported by evidence
- Coherent arguments expressed in clear and accurate English

### **Good (B+, B, B-)**

- 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
- The case is competently presented and the arguments made are clear most of the time, supported by evidence
- Relatively coherent arguments expressed in clear and mostly accurate English

### **Fair (C+, C, C-)**

- 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
- The case is adequately presented and the arguments made are reasonably clear, partially supported by evidence
- The arguments lack focus and there may be problems with the organization with language issues

### **Marginal (D)**

- 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
- The case is sketchily presented and the arguments made are not entirely clear, partially supported by evidence
- The arguments lack focus and there are serious problems with the organization, with serious language issues

### **Failure (F)**

- 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
- The case is presented in a limited way and the arguments made are unclear without any support by evidence
- The arguments fail to present a coherent analysis and the analysis is incomplete or incomprehensible

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## **Assessment Task**

Group research paper(30%)

### **Criterion**

Understanding of key issues and concepts

### **Excellent (A+, A, A-)**

- 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
- The case is extremely well-presented and the arguments made are extremely clear, supported by evidence

- Coherent arguments expressed in clear and accurate English

**Good (B+, B, B-)**

- 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
- The case is competently presented and the arguments made are clear most of the time, supported by evidence
- Relatively coherent arguments expressed in clear and mostly accurate English

**Fair (C+, C, C-)**

- 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
- The case is adequately presented and the arguments made are reasonably clear, partially supported by evidence
- The arguments lack focus and there may be problems with the organization with language issues

**Marginal (D)**

- 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
- The case is sketchily presented and the arguments made are not entirely clear, partially supported by evidence
- The arguments lack focus and there are serious problems with the organization, with serious language issues

**Failure (F)**

- 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
- The case is presented in a limited way and the arguments made are unclear without any support by evidence
- The arguments fail to present a coherent analysis and the analysis is incomplete or incomprehensible

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**Assessment Task**

Group research paper(30%)

**Criterion**

Ability to give appropriate recommendations

**Excellent (A+, A, A-)**

- Recommendations are entirely appropriate, and align with concepts covered in class

**Good (B+, B, B-)**

- Recommendations are mostly appropriate, with some relevance to concepts covered in class

**Fair (C+, C, C-)**

- Recommendations are adequate with little relevance to concepts covered in class

**Marginal (D)**

- Recommendations are somewhat inappropriate, and do not align with concepts covered in class

**Failure (F)**

- Recommendations are entirely inappropriate, and do not align with concepts covered in class
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**Assessment Task**

Analysis paper (35%)

**Criterion**

Understanding of key concepts

**Excellent (A+, A, A-)**

- Demonstrates an in-depth understanding of the meanings and aims of the interaction;
- All relevant information is included in explanation of the analysis.

**Good (B+, B, B-)**

- Demonstrates good understanding of the meanings and aims of the interaction;
- Most relevant information is included in explanation of the analysis

**Fair (C+, C, C-)**

- Demonstrates fair understanding of the meanings and aims of the interaction;
- Sufficient information is included in explanation of the analysis

**Marginal (D)**

- Demonstrates marginal understanding of the meanings and aims of the interaction;
- Insufficient information is included in explanation of the analysis

**Failure (F)**

- Demonstrates poor understanding of the meanings and aims of the interaction;
  - Very limited information is included in explanation of the analysis
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**Assessment Task**

Analysis paper (35%)

**Criterion**

Demonstration of analysis and interpretation knowledge

**Excellent (A+, A, A-)**

- Excellent accuracy of analysis;
- Arguments and observations are clearly presented and are well-supported by the use of data and academic sources

**Good (B+, B, B-)**

- Good accuracy of analysis;
- Arguments and observations are clearly presented and are well-supported by the use of data and academic sources most of the time

**Fair (C+, C, C-)**

- Fair accuracy of analysis;
- Arguments and observations are presented and are supported by the use of data and academic sources occasionally

**Marginal (D)**

- Marginal accuracy of analysis;
- Arguments and observations are presented and supported by evidence in a limited way

**Failure (F)**

- Poor accuracy of analysis;
- Arguments and observations are not clearly presented, and are not supported by any evidence

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**Assessment Task**

Participation (5%)

**Criterion**

Participation

**Excellent (A+, A, A-)**

- Makes significant contribution to in-class discussion and completes tasks satisfactorily.
- Makes significant contribution to group assessment tasks

**Good (B+, B, B-)**

- Makes occasional contribution to in-class discussion and completes the tasks satisfactorily.
- Makes occasional contribution to group assessment tasks

**Fair (C+, C, C-)**

- Seldom makes adequate contribution to in-class discussion and in class tasks.
- Makes inadequate contribution to group assessment tasks

**Marginal (D)**

- Little evidence of participation in class; completes very few in-class tasks.
- Makes little contribution to group assessment tasks

**Failure (F)**

- Fails to sufficiently participate in in-class activities (including discussion and other tasks)
- Makes no contribution to group assessment tasks

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**Part III Other Information**

**Keyword Syllabus**

organizational communication  
theories of management  
organizational culture  
humour  
power and politeness

language and gender  
socialization  
decision-making  
conflict management  
globalisation and workplace communication  
interaction analysis

## Reading List

### Compulsory Readings

Title	
1	Holmes, J. & Stubbe, M. (2015). Power and politeness in the workplace: A sociolinguistic analysis of talk at work. London: Routledge.

### Additional Readings

Title	
1	Miller, K. (2006). Organizational Communication: Approaches and processes. Belmont, CA: Thomson Wadsworth
2	Holmes, J. (2006). Gendered talk at work: Constructing social identity through workplace interaction. Oxford: Blackwell Publishing.
3	Holmes, J. & Stubbe, M. (2015). Power and politeness in the workplace: A sociolinguistic analysis of talk at work. London: Routledge.
4	Vine, B. (ed.) (2017) Routledge handbook of language in the workplace. London: Routledge
5	Bhatia, V., & Bremner, S (eds.) (2016). Routledge handbook of language and professional communication. London: Routledge.
6	Koester, A. (2010). Workplace discourse. London: Continuum.
7	Schnurr, S. (2009). Leadership Discourse at Work: Interaction of humour, gender and workplace culture. Palgrave Macmillan.
8	Scollon, R. & Scollon, S. (1995). Intercultural Communication: A Discourse Approach. Oxford: Blackwell.
9	Spencer-Oatey, H., & Franklin, P. (2009). Intercultural interaction: A multidisciplinary approach to intercultural communication. Palgrave Macmillan.