



School of English, Journalism  
& European Languages

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## Unit Outline

HEF213/313

Cross-Cultural Communication: English/French  
Semester 2, 2006

<http://www.utas.edu.au/french/linguistics/cross-cultural/cross-cultural.htm>

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| <b>Convenor:</b>                 | Dr Bert Peeters<br>Room: HUM 568<br>Phone: 6226 2344<br>Email: Bert.Peeters@utas.edu.au  |
| <b>Consultation Hours:</b>       | Monday, 3 pm – 4 pm ; Wednesday, 2 pm – 3 pm.  |
| <b>Unit Description:</b>         | This unit addresses some of the main topics of interest in (cross-cultural) communication, with illustrations drawn from French and English, as well as from situations where native speakers of French and of (Australian and other varieties of) English encounter each other and engage in discourse, using each other's language. Particular reference will be made to conflicting communicative norms, hierarchies of cultural values and the importance of key words for the understanding of the norms and values typical of a language.                |
| <b>Unit Aims and Objectives:</b> | To enable students:<br><ol style="list-style-type: none"><li>1. to develop an increased awareness of cultural differences and cultural relativity as revealed through linguistic analysis;</li><li>2. to extend their understanding of specific theoretical terms and concepts proper to the field of cross-cultural communication; and</li><li>3. to fine-tune their reading skills, as well as their ability to engage in critical thinking.</li></ol>   |
| <b>Learning Outcomes:</b>        | Successful completion of this unit will provide students with:<br><ol style="list-style-type: none"><li>1. new <i>knowledge</i>, especially in the areas described in the Unit Aims and Objectives (above);</li><li>2. better <i>communication skills</i>, both oral and written;</li><li>3. enhanced <i>problem solving skills</i>, through tasks and activities which develop research techniques in linguistics; and</li><li>4. an improved <i>global perspective</i>, through the study of material from diverse national and cultural contexts.</li></ol> |

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| <p><b>Required Texts:</b></p> <p><b>For summary and discussion in class (see below for details)</b></p> | <p>Turnbull, Sarah. 2002. <i>Almost French. A new life in Paris.</i> Sydney: Bantam Books.</p> <p>Leroux, Marie-Paule. 2004. <i>La grenouille dans le billabong.</i> Cholet: Editions Pays et Terroirs (chapter XIV only – available from the School office).</p> |
| <p><b>Recommended Texts:</b></p>  | <p>See unit webpage</p>   |
| <p><b>When Taught:</b></p>  | <p>Wednesday, 9am to 10.50am – SOCSCI 581</p>   |
| <p><b>Assessment:</b></p>   | <p>Oral presentation + 500-word write-up: 10%</p> <p>Essay: 40%</p> <p>3-hour examination in November: 50%</p>  |

## LECTURE/SEMINAR SCHEDULE

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|           |                 |   |
|-----------|-----------------|---|
| Semaine 1 | 19 juillet 2006 | La quête de sens (The search for meaning)   |
| Semaine 2 | 26 juillet 2006 | Les malentendus d'ordre transculturel (Cross-cultural misunderstandings)<br>Normes communicatives et valeurs culturelles (Communicative norms and cultural values)<br>Ethnoaxiologie, ethnopragmatique, ethnosémantique, ethnosyntaxe (Ethnoaxiology, ethnopragmatics, ethnosemantics, ethnosyntax) |

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### Ethnoaxiologie : étude de valeurs culturelles (Ethnoaxiology: the study of cultural values)

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|-----------|-------------|--|
| Semaine 3 | 2 août 2006 | L' « engagement » des Français (Ethnoaxiology: "commitment", the French way) |
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| Fin semaine 3<br>ou début<br>semaine 4 | Date à préciser | Discussion (Tutorial): Sarah Turnbull, <i>Prologue</i> + ch. 1-11 |
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### Ethnopragmatique : étude de normes communicatives (Ethnopragmatics: the study of communicative norms)

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|-----------|--------------|--|
| Semaine 4 | 9 août 2006  | angl. <i>She'll be right</i> vs. fr. <i>On va s'arranger</i> |
| Semaine 5 | 16 août 2006 | angl. <i>How are ya?</i> vs. fr. <i>Ça va ?</i>              |

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| Fin semaine 5<br>ou début<br>semaine 6 | Date à préciser | Discussion (Tutorial): Sarah Turnbull (suite et fin) |
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### Ethnosémantique : étude de mots-clés (Ethnosemantics: the study of key words)

|           |              |                           |
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| Semaine 6 | 23 août 2006 | angl. <i>weekend</i>      |
| Semaine 7 | 30 août 2006 | angl. <i>tall poppies</i> |

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| Fin semaine 7<br>ou début<br>semaine 8 | Date à préciser | Discussion (Tutorial): Marie-Paule Leroux, <i>La grenouille dans le billabong</i> |
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### Ethnosémantique : étude de mots-clés (Ethnosemantics: the study of key words) - Suite

|           |              |                     |
|-----------|--------------|---------------------|
| Semaine 8 | 13 sept 2006 | fr. <i>méfiance</i> |
| Semaine 9 | 20 sept 2006 | fr. <i>affaire</i>  |

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### Ethnosyntaxe : étude de structures grammaticales culturellement saillantes (Ethnosyntax: the study of culturally salient grammatical structures)

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|------------------------------|--------------|--|
| Semaine 10<br>premier cours) | 27 sept 2006 | Séance de remue-ménages : Le conditionnel anglais et français (Brainstorming session: The English and French conditionals) |
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| Semaine 10<br>deuxième<br>cours) | 27 sept 2006 | Comparaison des quatre approches (The four approaches compared) |
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# ASSESSMENT

## 1. Oral presentation + 500-word write-up (in English)

This assignment assesses learning outcomes 1, 2 and 4 and is worth 10% of the final mark.

Students will be asked to briefly comment on one or more chapters, of their own choosing, of Sarah Turnbull's *Almost French*. The oral presentations will be held around the end of weeks 3, 5 and 7 (or the beginning of weeks 4, 6 and 8) and will be followed by class discussion. A 500-word write-up, which focuses on both aspects (presentation + discussion) will be due within ten days of the oral delivery. Late submissions will incur a penalty in line with School practice (5% for the first day, 2% for every subsequent day).

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## 2. Essay

This assignment assesses learning outcomes 1, 2, 3 and 4 and is worth 40% of the final mark.

**Task description:** A detailed look at a French or an Australian key word, a French or an Australian communicative norm, or a French or an Australian cultural value of your choice – possibly with a few remarks on a comparable key word, a comparable communicative norm or a comparable cultural value in the other language. Use of the natural semantic metalanguage, while not compulsory, will be rewarded with a bonus.

Students who choose “a French topic” may write in English instead of French. Students who choose “an Australian topic” *must* write in French. Content must be aimed at an English readership, if the topic is French; and at a French readership, if the topic is English. If you write in French, no marks will be deducted for occasionally poor language, but you will be penalised if your French is very poor or if your text becomes unintelligible.

**Task length:** No less than 1,700 words, no more than 2,200 words, if written in French; no less than 2,000 words, no more than 2,500 words, if written in English. Quotes are allowed, but must not represent more than 30% of assessable content.

**Date due:** Friday 13 October 2006, with a duly completed and signed cover sheet. Late submissions will incur a penalty in line with School practice (5% for the first day, 2% for every subsequent day). **Please submit an additional copy via e-mail.** Drafts (hard-copy only) may be submitted for feedback no later than the Friday preceding the mid-semester break, and will be returned on the Wednesday following the resumption of classes. Earlier feedback is available on request. Later feedback will be at the discretion of the lecturer.

**Sources:** dictionaries, specialised literature, novels, press, internet, personal experience...

**Possible topics include but are by no means limited to** (E = Australian English; F = standard French):

- any of the Australian key words treated or mentioned in Anna Wierzbicka's *Understanding cultures through their key words* (see unit webpage) – possibly with limited comparison to similar key words in French;
- any other Australian key words (e.g. *casual, backyard, underdog, battler...*; *the lucky country, the land of the fair go, white lies* [vs. F. *pieux mensonges*]...);
- French key words such as *râler* (vs. E. *whine*), *gout* (*bon gout, mauvais gout, erreur de gout*)...;
- communicative norms such as E. *sorry* (vs. F. *pardon*); E. *no worries* (vs. F. *pas de souci*); F. *défends ton bifteck*...;
- E. *YES, we are open, SORRY, we are closed*;
- the cultural value of *social harmony* in Australian English;
- the cultural value of *joie de vivre* in French.

**Assessment criteria:**

- Effectiveness of introduction;
- Relevance, clarity and coherence of argument;
- Effectiveness of conclusion;
- Evidence of consultation of relevant sources;
- Use of appropriate referencing style; and
- Language (if excessively poor).

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**3. 3-hour examination in November**

The examination assesses learning outcomes 1, 2 and 4 and is worth 50% of the final mark.

Details regarding the format and contents of the final examination will be released in class after the mid-semester break.

## ADDITIONAL INFORMATION

As a general rule, classes will be conducted in French, with as little use of English as possible, with the exception of oral presentations of required reading and subsequent discussion, which will be conducted in English.

### Assignment Presentation

#### How to Type Accented Characters on the Computers in the School Lab

Access to the School's computer lab (opposite the Arts Lecture Theatre) is by means of a swipe card. More information is available from the School office. The keyboards in the lab have been configured to allow quick typing of accented characters. Here is how you do it:

|               |   |  |
|---------------|---|--|
| é             | = | ' (next to "Enter") followed by 'e'                        |
| à, è, ù       | = | ` (top left corner) followed by vowel                      |
| â, ê, î, ô, û | = | ^ (above 6) followed by vowel                              |
| ä, ö, ü       | = | " (quotation mark) followed by vowel                       |
| œ             | = | Alt-0156 (use the figure pad on the right of the keyboard) |
| ç             | = | Control-Alt-comma  |
| ß             | = | Control-Alt-'s'  |

To type a vowel after inverted commas (" and ""), or to close inverted commas after a vowel, insert an extra space, e.g.:

|    |   |           |
|----|---|-----------|
| "a | = | "-space-a |
| u' | = | u-'-space |

The inverted comma won't appear until you press the space button.

PS – If you have a PC at home and you want to have the same settings on your own computer, open the Control Panel and find the tab allowing you to change the keyboard lay-out. Select "US-International". You may need to insert your Windows CD-ROM when prompted. Macintosh users who require help should refer to the Helpdesk at the Morris Miller Library.

#### Referencing Style

Students are required, in all assignments, to refer to their sources using the author-date system, examples of which may be found in the recommended readings. Bibliographical references are listed in a bibliography at the end of a piece, not in footnotes or endnotes (which must be kept to a minimum).

### Submission of Assignments

Students are required to submit a signed cover sheet with every assignment. The cover sheet includes a declaration that students have read the University statement on Academic Misconduct (Plagiarism) on the University website at [www.utas.edu.au/plagiarism](http://www.utas.edu.au/plagiarism), and that all material submitted is their own work, except where there is clear acknowledgement or reference to the work of others (see also below). Assignment cover sheets are available from the School office.

Hard copies of all written assignments must be submitted on or before 5pm on the due date, either in person or in the main essay box under the School office window, or the appropriate essay box to the left of the School office. Email copies, when required, may be submitted up to 48 hours later, but must be in every way identical to the hard copy. Students are required to keep copies of all submitted assignments. Assignments will be returned within three weeks of the due date.

### Late Submissions

Late submissions will be penalised as follows: 5% of the available marks for the first day, and then 2% per working day thereafter. Late work will be accepted without penalty if accompanied by a medical certificate for the relevant period or a letter from a counsellor in the case of a serious non-medical reason. Once assignments have been returned no further late assignments will be accepted.

## Marking Scale

The following distribution of marks and grades is applied in assessing your work:

- High Distinction (HD)—80-100%
- Distinction (DN)—70-79%
- Credit (CR)—60-69%
- Pass (PP)—50-59%
- Fail (NN)—0-49%

All marks are subject to moderation.

## University Statement on Plagiarism and Academic Integrity

**“Plagiarism** is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/>”

**The University reserves the right to submit assignments to plagiarism detection software, and might then retain a copy of the assignment on its database for the purpose of future plagiarism checking.**

## Difficulties with your Studies

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, disability or illness which may affect your course of study, you should raise these with your lecturer and/or one of the following Student Services staff as soon as possible:

- Learning Skills Adviser
- Student Counsellor
- Careers Adviser
- Disability Adviser