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**Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
NAMED AFTER PATRICE LUMUMBA
(RUDN UNIVERSITY)**

FACULTY OF PHILOLOGY

COURSE SYLLABUS

THEORY OF INTERCULTURAL COMMUNICATION

Recommended by the Didactic Council for the Education Field of:

45.04.01 Philology

**The course instruction is implemented within the professional education programme
of higher education:**

“Language and Culture: Theory and Practice”

(in English)

1. COURSE GOALS:

The course aims to provide students with a theoretical knowledge of some of the most relevant approaches to cultural differences inherent in communication to help them overcome communicative barriers and acquire competence in communication with others of diverse cultural backgrounds. It offers a comprehensive look at the underlying concepts of intercultural communication and shows the interdependence of culture, cognition, language and communication.

The main objectives of the course are to improve intercultural communicative competence which is predicated on knowledge and skills:

to become aware of existing cultural and communicative differences and tolerant of them,

to overcome ethnocentrism and stereotyping,

to see the relationship between culture and communicative behaviour,

to be able to adequately interpret communicative differences and explain them in terms of cultural differences,

to anticipate communicative failures,

to be able to adjust to another culture's communicative style,

to be flexible in different cultural contexts,

to be able to communicate effectively in unfamiliar settings.

2. REQUIREMENTS TO LEARNING OUTCOMES

The process of studying discipline "Theory of Intercultural communications" is aimed at the development of the following competences:

Table 2.1. *List of competences that students acquire:*

Competence Code	Competence descriptor	Competence formation indicators (within this course)
GC-5	Able to analyze and take into account the diversity of cultures in the process of intercultural interaction.	GC-5.2. Finds and uses information about the cultural characteristics and traditions of various social groups in social and professional communication; GC-5.3. Takes into account, in social and professional communication on a given topic, the historical heritage and socio-cultural traditions of various social groups, ethnic groups and confessions, including world religions, philosophy and ethics; GC-5.4. Collects information on a given topic, taking into account the ethnic groups and confessions that are widely represented at the points of the study; GC-5.5. Substantiates the features of project and

		team activities with representatives of other ethnic groups and (or) confessions; GC-5.6. Adheres to the principles of non-discriminatory interaction in personal and mass communication in order to complete professional tasks and strengthen social integration.
GPC-1	Able to use in professional (including pedagogical) activities, fluency in communication strategies and tactics, rhetorical, stylistic and linguistic norms and techniques adopted in various areas of communication;	GPC-1.1. Easily differentiates functional styles of speech. GPC-1.2. Easily uses stylistic and linguistic norms and techniques in various types of oral and written communication.
PC-2	Has the skills of independent research of the language system in synchronic and diachronic aspects; studying oral, written and virtual communication with the presentation of reasoned conclusions;	PC-2.1. Able to solve research problems in the field of synchronous analysis of the language system, speech and acts of communication.

3. COURSE PLACE IN THE EDUCATIONAL PROGRAMME STRUCTURE:

The course is a part of the variable component (Block 1) of the educational programme academic curriculum.

As part of the Educational programme, students also master other disciplines and / or practices that contribute to the achievement of the planned results of mastering the discipline "Theory of Intercultural Communication".

Table № 3.1. List of the Educational programme components contributing to the achievement of the planned results of mastering the discipline

Code	Previous disciplines / modules, practice	Subsequent disciplines / modules, practice
GC-5		Academic English Pedagogical Training
GPC-1		Academic English Pedagogical Training Scientific and Research Training
PC-2		Discourse Analysis Linguistic Pragmatics Theory of Politeness Contrastive Linguistics Comparative and Historical Linguistics Research Work

4. COURSE WORKLOAD AND TYPES OF ACADEMIC ACTIVITIES

The total course workload is 5 credit units.

*Table 4.1 Types of **academic activities** by periods of the Educational Programme mastering for **full-time** education*

Types of academic activities		Total	Semesters
			1
<i>Classroom-based studies, academic hours</i>		34	34
<i>including:</i>			
Lectures (L)		17	17
laboratory work (LW)			
practical work (PW)/ seminars (S)		17	17
Self-studies, <i>academic hours</i>		128	128
Control, <i>academic hours</i>		18	18
Total	<i>academic hours</i>	180	180
	<i>credits</i>	5	5

5. COURSE CONTENT

5.1. Content of the course by the type of activity:

Title of course unit	Content of the course unit	Type of academic activities
Intercultural interaction and problems of understanding	Culture specific peculiarities of behavior. Barriers to intercultural communication. Language barrier. Culture barrier. Ethnocentrism. Ethno stereotypes and prejudice. Communicative expectations. Communicative failures and their typology. Adjustment to new culture. Culture shock. Communicative shock. Strategies of culture shock. Strategies to help overcome culture shock.	L, S
Communication as an element of culture	Types of communication. Verbal communication. Nonverbal communication. Paraverbal communication. Emotional communication. Model of verbal communication. Components of communication. Encoding. Decoding. Context. Types of context. Culture as a context for communication. Definitions of culture. Surface culture. Deep culture. Elements of deep culture (social organization, social roles, worldview, cultural values).	L, S
How cultures differ. Typology of cultures	G. Hofstede's dimensions of culture. Individualism vs. Collectivism. Power distance. Uncertainty avoidance. Masculinity vs. Femininity. E. Hall's dimensions of culture. Distance (High-contact vs. Low-contact cultures). Time (Monochronic vs. Polychronic cultures). Context (High-context vs. Low-context cultures). Cluckhohn and Strodbeck's Value orientation theory. Man-nature orientation. Human nature orientation. Activity orientation. Time orientation. Relational orientation.	L, S

Language, culture and cognition	Language identity. Cultural identity. Communicative identity. Communicative values in language and communication. Distance vs. Contact. Status vs. Equality. Positive thinking vs. 'Negative 'thinking (optimism vs. pessimism). Dominant values of Anglo-Saxon culture. Dominant values if Russian culture. Dominant values of Eastern cultures: Chinese, Korean, Arabic etc.	L, S
Emotions in different cultures	Universality and cultural specificity of emotions. Emotional self-control and free display of emotions. Emotions in Korean vs. Anglo-Australian cultures. Emotions in Chinese culture. Emotions in British and American Cultures. The smile and its meaning in America and Russia. Emotions communication vs. emotive communication and their functions.	L, S
Politeness / impoliteness in intercultural perspective	Characterising polite behavior. Universality and cultural specificity of politeness / impoliteness. The terms 'polite' and 'politeness' in different languages. Types of politeness. Strategies of politeness. Politeness across cultures: English politeness, Russian politeness, Korean politeness, Arabic politeness etc.	L, S
Culture and communicative styles	Communicative culture. Communicative style. Dimensions of communicative style. Dominant characteristics of English communicative style. Dominant characteristics of Russian communicative style. Impact of culture on communicative styles. Interdependence between culture, cognition and communication.	L, S
Intercultural communicative competence	Notion of competence. Definition of intercultural communication competence and id its structure. Language competence. Communicative competence. Sociocultural competence. Cultural literacy. Cultural awareness. Psychological competence. Psychological adjustment. Empathy. Tolerance.	L, S

6. TECHNICAL SUPPORT

It is necessary to have a computer or a laptop (with installed licensed software and the Internet) and a projector in a classroom.

Table 6.1. Technical Support of the course

Type of the classroom	Classroom equipment	Specialized educational / laboratory
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		equipment, software and materials for mastering the discipline (if necessary)
classroom for Lectures	A classroom for lecture-type classes, equipped with a set of furniture; board (screen/ smart board) and technical means for multimedia presentations.	
Classroom for seminars	A classroom for conducting seminar-type classes, group and individual consultations, current control and intermediate certification, equipped with a set of specialized furniture and technical means for multimedia presentations.	
Classroom for self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialized furniture and computers with access to the electronic educational system.	

7. EDUCATIONAL-METHODOLOGICAL AND INFORMATION SUPPORT OF THE DISCIPLINE

Books and manuals:

Main

Larina, Tatiana.. Intercultural Communication: Readings and Discussion: учебное пособие. М.: РУДН, 2015. – 205 с.

Wierzbicka Anna. Cross-Cultural Pragmatics. The Semantics of Human Interaction / A.

Wierzbicka. - 2-nd ed. ; Книга на английском языке. - Berlin ; New York : Mouton de Gruyter, 2003. - 502 p. - ISBN 978-3-11-017769-2 : 1632.40. -8 copies

Additional

Gladkova Anna. Anna Wierzbicka, Language, Culture and Communication (Анна Вежбицкая: язык, культура, коммуникация) [Текст/электронный ресурс] : статья на русском и английском языках / А. Gladkova, T.V. Larina // Вестник Российского университета дружбы народов: Лингвистика. - 2018. - № т. 22 (4). - С. 717 — 748

<http://journals.rudn.ru/linguistics/article/view/20162/16430>

Besemeres, Mary and Anna Wierzbicka (eds.). 2007. *Translating lives: Living with two languages and cultures*. St. Lucia: University of Queensland Press.

Bromhead, Helen and Zhengdao Ye (eds.). 2020. *Meaning, Life and Culture: In Conversation with Anna Wierzbicka*. Canberra: Australian National University Press.

Larina, T. Intercultural Communication: Theory and Practice. Readings for Language Students.

Межкультурная коммуникация: теория и практика: Учеб. пособие. – М.: РУДН, 2010. – 109 с.

- 1 copy

Larina T. What Do You Mean? The Pragmatics of Intercultural Interaction and Communicative Styles. Что ты имеешь в виду? Прагматика межкультурного общения и стили коммуникации: Учебное пособие по лингвопрагматике и межкультурной коммуникации. – М.: РУДН, 2010. – 140 с. - 1 copy

Hinner Michael B. Intercultural misunderstandings: causes and solutions (Непонимание в межкультурной коммуникации: причины и поиски решений) [Текст] : статья на английском языке / М.В. Hinner // Вестник Российского университета дружбы народов: Лингвистика. - 2017. - № т. 21 (4). - С. 885-909. <http://journals.rudn.ru/linguistics/article/view/17316/15204>

Cranmer Robin. Intercultural communicative competence - a further challenge (Межкультурная коммуникативная компетенция - новые вызовы) [Текст] : статья на английском языке / R. Cranmer // Вестник Российского университета дружбы народов: Лингвистика. - 2017. - № т. 21 (4). - С. 870-884. <http://journals.rudn.ru/linguistics/article/view/17315/15203>

Internet resources

RUDN library online site <http://lib.rudn.ru>

The Free Encyclopedia www.wikipedia.org

<http://beniko-mason.net/content/story-listening/2020-10-22-fundamentals-of-langauge-eduation-krashen.pdf>

Databases, search engines and reference data:

<http://www.elsevierscience.ru/products/scopus/>

<https://scholar.google.com/>

<https://www.researchgate.net/>

<https://publons.com/about/home/>

<http://lib.rudn.ru> RUDN library online site

www.wikipedia.org – The Free Encyclopedia

www.ipl.org - Internet Public Library, the University of Michigan

Journal of Intercultural Communication

<http://www.immi.se/intercultural/>

<http://www.internations.org/magazine/intercultural-communication-15409>

Intercultural Communication articles <http://www.kwintessential.co.uk/cultural-services/articles-intercultural.html>

Educational and methodological materials for independent work of students in the development of the discipline/module:*

1. A course of lectures "Theory of Intercultural Communication".

2. Guidelines for the implementation of a final assignment of the course "Theory a of Intercultural Communication ".

* all educational and methodological materials for independent work of students are placed in accordance with the current procedure on the page of the discipline in RUDN TEIS!

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES

The assessment toolkit and the grading system* to evaluate the level of competences (competences in part) formation as the discipline results are specified in the Appendix to the internship syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

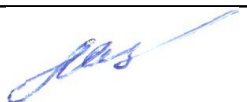
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