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Информация о владельце:  
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Должность: Ректор  
Дата подписания: 09.06.2023 15:21:05  
Уникальный программный ключ:  
ca953a0120d891083f939673078ef1a989dae18a

**Federal State Autonomous Educational Institution of Higher Education  
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA  
RUDN University**

**Law Institute**

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educational division (faculty/institute/academy) as higher education programme developer

**COURSE SYLLABUS**

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**Cross-cultural communication and mediation (in English)**

course title

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**Recommended by the Didactic Council for the Education Field of:**

**45.04.02 Linguistics**

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field of studies / speciality code and title

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

**Translator and interpreter for Public Services and Institutions**

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higher education programme profile/specialisation title

## 1. COURSE GOALS

The main goal is to introduce students to the Cross-cultural Communication as mediation process.

The course content is designed to provide students with the basic theoretical knowledge, international and national panorama of the discipline.

Special emphasis is laid on interdisciplinary environment that embraces cognitive, cultural, pragmatic, linguistics aspects of cross-cultural communication research and practice

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

- Learning about the role of cross cultural communication potential for maintaining the universal human values and taking into account the priorities of different social, ethnic, religious, professional communities and groups that communicate in legal environment
- Realizing the social importance of cultural communication and mediation, is well-motivated to conduct professional activities
- Knowing the basic strategies and tactics of cultural communication and mediation process
- Being able to follow ethical standards of cultural communication and mediation;
- Being able to identify interdisciplinary context of cultural communication and mediation, studies and understanding the course implications for future professional activities;
- Mastering bilingual information processing skills while working with cultural communication and mediation sources.

*Table 2.1. List of competences that students acquire through the course study*

<b>Competence code</b>	<b>Competence descriptor</b>	<b>Competence formation indicators (within this course)</b>
GC-3	Can analyze and consider cultural diversity during cross cultural interaction	GC 3.1. Knows culture, history, and geography of the countries whose languages are learnt as well as data perception stereotypes and ways to overcome them in the course of cross cultural interaction.
		GC 3.2 Masters comprehensive linguistic and extralinguistic tools to create a discrimination-free environment for cross cultural interaction.
GPC-1	Masters the system of theoretical and empirical knowledge about the functioning of the system of the foreign language under study and its development trends; masters the system	GPC 1.1 Knows the system of the foreign language under study, principles, patterns, and tendencies of its functioning in various communicative contexts, taking into account the values and ideas of the communities of the countries whose languages are learnt

<b>Competence code</b>	<b>Competence descriptor</b>	<b>Competence formation indicators (within this course)</b>
	of values and perceptions of the communities of the	GPC 1.2 Masters comprehensive tools to apply linguistic and extralinguistic knowledge in various communicative contexts, taking into account values and perceptions of the communities of the countries whose languages are learnt
GPC-5	Can carry out interlingual and intercultural interaction in accordance with the conventions of speech communication in a foreign language community, in line with the rules and traditions of intercultural professional communication with native speakers	GPC-5.1 Knows the conventions of foreign community communication in diverse situational contexts GPC-5.2 Masters comprehensive tools for interlingual and intercultural interaction in line with the rules and traditions of intercultural professional communication with native speakers
GPC-6	Masters modern technologies to collect, process and interpret the obtained experimental data, methods to compile and format research documentation (dissertation, report, review, abstract).	GPC-6.1 Knows the standards and format research documentation (dissertation, report, review, abstract). GPC-6.2 Masters comprehensive tools to collect, process and interpret the obtained experimental data, methods to compile and format research documentation (dissertation, report, review, abstract).
GPC-7	Can work with the major search engines, expert systems and other knowledge systems as well as systems of verbal information processing	GPC-7.1 Knows major search engines, expert systems for knowledge representation and verbal information processing GPC-7.2 Masters comprehensive digital tools for knowledge representation and verbal information processing.
PC-1	Can conduct pedagogical activities in the field of foreign language, translation, and interpreting training within the higher education with the use of contemporary information technologies and resources	PC 1.1 Knows the background didactic approaches to teach a foreign language, translation and interpreting within the higher education PC 1.2. Masters comprehensive tools to apply didactic approaches to teach a foreign language, translation and interpreting within the higher education, with the use of contemporary information technologies and resources

### **3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE**

The course refers to the variable component of (B1) block of the higher educational programme curriculum. The course is taught within the general Scientific Disciplines university module.

The course is taught in English, the students are expected to master English at level B2- C1 to follow explanations, take notes, and ask questions, as well as provide the answers for overall course study related activities in English.

Students are expected to know Translation Studies key concepts and theories.

The course provides for theoretic grounds to further training in such fields as legal documents translation, scientific translation in jurisprudence, court interpreting, translation and interpreting for public services, legal translation and human rights.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course is 3 credits (108 academic hours).

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (**full-time training**)*

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	4
<i>Contact academic hours</i>	24		24		
Lectures (LC)	8		8		
Lab work (LW)					
Seminars (workshops/tutorials) (S)	16		16		
<i>Self-studies</i>	66		66		
<i>Evaluation and assessment (exam/passing/failing grade)</i>	18		18		
<b>Course workload</b>	<b>108</b>		<b>108</b>		
	<b>3</b>		<b>3</b>		

*Table 4.2. Types of academic activities during the periods of higher education programme mastering (**part-time training**)*

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	4
<i>Contact academic hours</i>	24		24		
Lectures (LC)	8		8		
Lab work (LW)					
Seminars (workshops/ tutorials) (S)	16		16		
<i>Self-studies</i>	66		66		
<i>Evaluation and assessment (exam/passing/failing grade)</i>	18		18		
<b>Course workload</b>	<b>108</b>		<b>108</b>		
	<b>3</b>		<b>3</b>		

*Table 4.3. Types of academic activities during the periods of higher education programme mastering (**correspondence training**)*

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	4
<i>Contact academic hours</i>	24		24		
Lectures (LC)	8		8		
Lab work (LW)					
Seminars (workshops/tutorials) (S)	16		16		
<i>Self-studies</i>	66		66		
<i>Evaluation and assessment (exam/passing/failing grade)</i>	18		18		
<b>Course workload</b>	<b>108</b>		<b>108</b>		
	<b>3</b>		<b>3</b>		

## 5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Introduction to Cross-cultural Communication	Communicating across Cultural Barriers Cross-cultural communication phenomenon and basic concepts	LC
	Cross cultural misperception The concept of misperception. Case-study of misperception phenomena in administrative legal settings	S
	Cross cultural misinterpretation The concept of misinterpretation. Case-study of misinterpretation in administrative legal settings	LC,S
Avoiding Cross-cultural Misevaluation and misperception	Cross cultural misevaluation The concept of misevaluation. Case-study of misevaluation in administrative legal settings	S
	Intercultural Communication Competence The concept of Intercultural Communication Competence. The analysis of its constituent elements. The ICC in administrative legal settings	LC, S
	Theories on Cross Cultural Communication. Literature analysis.	LC
Cultural Diversity and Cross-cultural Mediation	Communication Diversity in Organizations Case studies of communication culture in different organisations.	LC,S
	Cross cultural communication and mediation The concept of mediation. The analysis of mediation descriptors in CEFR 2018. Case study of mediation activities in administrative -legal settings	LC,S
	Translation as a means of cross cultural communication. Literature analysis. Students Projects presentations: case analysis of issues in mediation between bilingual cultures	S

## 6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

*Table 6.1. Classroom equipment and technology support requirements*

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	No course-specific pre-installed software required due to reliance on cloud computing
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	No course-specific pre-installed software required due to reliance on cloud computing
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	No course-specific pre-installed software required due to reliance on cloud computing

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

### *Main readings:*

1. Price, R., Browaeys, M. (2019). Understanding Cross-cultural Management. United Kingdom: Pearson Education Canada.
2. Thomas, D. C., & Inkson, K. (2021). Cross-cultural Management: An Introduction. SAGE Publications.
3. Delineating Leadership: Cross-cultural empirical analyses of localised leadership practices. (2021). (n.p.): CCBS Press.
4. Reimagining Communication: Mediation. (2020). United Kingdom: Taylor & Francis.

### *Additional readings:*

1. Keith, K. D. (Ed.). (2019). Cross-cultural psychology: Contemporary themes and perspectives. John Wiley & Sons.
2. House, J., Kádár, D. Z. (2021). Cross-Cultural Pragmatics. (n.p.): Cambridge University Press.]
3. Schroevers, S., Higgins, C., Dogan, A. (2020). Mapping Global Leadership. Netherlands
4. Salih, A. M. (2020). Cross-Cultural Leadership: Being Effective in an Era of Globalization, Digital Transformation and Disruptive Innovation. United Kingdom: Taylor & Francis.
5. Handbook on Mediation. (2021). OrangeBooks Publication.

*Internet sources*

- Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements

Interpreter Training Resources.- URL: <http://interpreters.free.fr/consec.htm>

Critical Link: <http://www.criticallink.org>

EU: [http://ec.europa.eu/translition/language\\_aids](http://ec.europa.eu/translition/language_aids)

FITISPOS: <http://www.fitispos.com.es>

ITI (Institute of Translation and Interpreting): [www.iti.org.uk](http://www.iti.org.uk)

Interpreting & Translation Research Group site: [www.uws.edu.au/itrgr](http://www.uws.edu.au/itrgr)

TRANSLATION DIRECTORY <http://www.translationdirectory.com>

2. Databases and search engines:

- electronic foundation of legal and normative-technical documentation  
<http://docs.cntd.ru/>

- Yandex search engine <https://www.yandex.ru/>

- Google search engine <https://www.google.ru/>

- Scopus abstract database <http://www.elsevierscience.ru/products/scopus/>


*Training toolkit for self-studies to master the course:*

1. The set of lectures on the course


## 8. ASSESSMENT TOOLKIT AND GRADING SYSTEM\* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system to evaluate the competences formation level (competences in part) upon the course study completion are specified in the Appendix to the course syllabus.

### DEVELOPERS:

_____		<b>Novikov P.N.</b>
position, department	signature	name and surname
_____	_____	_____
position, department	signature	name and surname
_____	_____	_____
position, department	signature	name and surname

### HEAD OF EDUCATIONAL DEPARTMENT:

_____		<b>Atabekova A.A.</b>
name of department	signature	name and surname

**HEAD  
OF HIGHER EDUCATION PROGRAMME:**

*Atabekova*

**Atabekova A.A.**

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position, department

signature

name and surname