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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 POLITENESS

**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)**

2025

1. COURSE GOALS:

The main purpose of the course is to introduce students to the core Theories of Politeness as a subfield of linguistic pragmatics which studies actual language use.

The course discusses how im/politeness can only be understood in relation to overall cultural, social and interpersonal contexts, as well as to culture specific conventions and the speech events. From a cross-linguistic and cross-cultural perspective, this course

- debates if politeness a universal or culture-specific phenomenon,
- discusses the notions of ‘absolute’ and ‘relative politeness’
- incorporates examples from a broad variety of different languages and cultures
- takes an innovative and transdisciplinary view of the field.

The course is designed to teach highly skilled specialists in theoretical and applied linguistics, capable of taking into account scientific and research expertise and apply their knowledge and skills in their future professional activities. The objective of the course is to involve students into original scientific research contributing to the generation, expansion and development of the scientific knowledge as well as the formation and development of the students' competences.

Course goals:

The purpose of the discipline:

- to study the main theories and core issues of linguistics politeness
- to discuss universal and culture-specific aspects of politeness,
- to improve the theoretical, pragmatic and intercultural competencies of students.

2. REQUIREMENTS TO LEARNING OUTCOMES

The process of studying discipline “Theory of Politeness” is aimed at the development of the following competences:

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

Code	Competence	Competence indicators
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. PC-2.2. Knows how to solve research problems in the field of diachronic analysis of the language system, the development of speech genres and the evolution of the communicative environment.

3. COURSE IN THE EDUCATIONAL PROGRAMME STRUCTURE:

The course is a part of the elective 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 Politeness".

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
PC-2	Theory of Intercultural Communication	Scientific and Research Training

4. COURSE WORKLOAD AND TYPES OF ACADEMIC ACTIVITIES

The total course workload is 3 credits.

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

Types of academic activities		Total	Semesters
			3
<i>Classroom-based studies, academic hours</i>		54	54
<i>including:</i>			
Lectures (L)		18	18
laboratory work (LW)			
practical work (PW)/ seminars (S)		36	36
Self-studies, <i>academic hours</i>		45	45
Control, <i>academic hours</i>		9	9
Total	<i>academic hours</i>	108	108
	<i>credits</i>	3	3

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
Politeness theory	Politeness as social practice. Politeness as a pragmatic category. First-order politeness. Second-order politeness. Approaches to the phenomenon of politeness	L, S
The conversational-maxim view	G. Leech's approach to politeness. Politeness Principle and its maxims: tact, generosity, approbation, modesty, agreement, sympathy maxims.	L, S

	Robin Lakoff's approach to politeness.	L, S
The face-saving view	P. Brown and S. Levinson's Theory of Politeness. Negative Politeness. Positive Politeness.	L, S
Discursive approach to politeness	Criticism of P. Brown and S. Levinson's model of politeness. Polite behaviour and politeness in discourse. Politeness and interpersonal evaluation. Politeness and context. Politeness as relational work.	L, S
Politeness and impoliteness across cultures	Understanding of politeness in different cultures. Strategies of Positive and Negative politeness in different cultures.	L, S

8. 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 discipline

Type of the classroom	Classroom equipment	Specialized educational / laboratory 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 COURSE

Books and manuals:

Main

Leech Geoffrey. The Pragmatics of Politeness [Текст] / G. Leech. - Oxford : Oxford university

press, 2014. - 343 p. - (Oxford Studies in Sociolinguistics). - ISBN 978-0-19-534135-5 : 4367.00. - 50 copies

Leech Geoffrey & Larina, Tatiana 2014. Politeness: West and East. Russian Journal of Linguistics. 2014, 4. Pp. 9-34. <http://journals.rudn.ru/linguistics/article/view/9380>

Politeness and Impoliteness Research in Global Contexts. Russian Journal of Linguistics. Vol 23, No 4 (2019). Special issue. <http://journals.rudn.ru/linguistics/issue/view/1270>

Locher, Miriam A. and Larina, Tatiana V. (2019). Introduction to politeness and impoliteness research in global contexts. Russian Journal of Linguistics, 23 (4), 873—903. doi: 10.22363/2312-9182-2019-23-4-873-903 <http://journals.rudn.ru/linguistics/article/view/22523/17609>

Additional

Levinson Stephen C. Pragmatics / Levinson Stephen C. - Книга на английском языке. - Cambridge : Cambridge University Press, 2010. - 420 p. - (Cambridge Textbooks in Linguistics). - ISBN 978-0-521-29414-0 : 1173.70.3 - 3 copies

Mugford Gerrard. 2020. 'Mexican Politeness: An Empirical Study on the Reasons Underlying/Motivating Practices to Construct Local interpersonal Relationships'. Russian journal of Linguistics Vol. 24 No.1 31 – 55 <http://journals.rudn.ru/linguistics/article/view/23248/17983>

Thomas, Jenny.1983. Cross-cultural pragmatic failure https://rodas5.us.es/file/a26cd06f-d80f-47b8-a5f0-fb23430aa5fc/1/thomas_failure_wimba_SCORM.zip/files/thomas_pragmatic_failure.pdf

Internet resources

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

Databases, search engines and reference data:

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

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

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

1. A course of lectures "Theory of Politeness".
2. Guidelines for the implementation of a final assignment of the discipline "Theory of Politeness".

* 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).

DEVELOPERS

professor of Foreign Languages Department		Larina T.V.
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HEAD OF THE DEPARTMENT:

Foreign Languages Department		Ebzeeva Yu.N.
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HEAD OF THE ACADEMIC PROGRAM:

Ass-professor of the General & Russian Linguistics Department		Aleksandrova O.I.
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