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**The Federal state autonomous educational institution of higher education
«Peoples' Friendship University of Russia named after Patrice Lumumba»**

Faculty of Philology

(наименование основного учебного подразделения (ОУП)-разработчика ОП ВО)

PROGRAM OF DISCIPLINE

Intercultural Communication

(Name of the Discipline / Module)

Recommended for the direction of training/speciality:

42.03.02 Journalism

(Code and Name of the field of study, the direction of training/speciality)

**The discipline is carried out within the framework of the main professional
educational program of higher education (EP HE):**

Multimedia Journalism

(Name of the educational program)

1. OBJECTIVE OF THE DISCIPLINE

The course aims to develop students' understanding of the fundamental principles of intercultural communication and to enhance their ability to communicate effectively in culturally diverse contexts, particularly in the field of media and communication.

The main objectives are

1. To introduce key concepts, theories, and models of intercultural communication.
2. To analyze the influence of culture on verbal and non-verbal communication styles.
3. To develop awareness of cultural differences and strategies for overcoming communication barriers.
4. To explore real-life case studies in intercultural communication, with a focus on global media practices.
5. To foster practical skills for effective interaction in multicultural professional and academic environments.
6. To encourage self-reflection on students' own cultural identity and its role in the communication process.

2. REQUIREMENTS TO STUDENTS ON FINISHING THE COURSE

Students are expected to master the following competencies:

Table 2.1. The list of competencies formed in the mastering of the discipline (the results of the discipline)

Code	Competence	Indicators of competence achievement (within the discipline)
UC-4	Able to communicate in interpersonal and intercultural interaction in Russian as a foreign language and foreign language(s) on the basis of knowledge of interrelated and interdependent types of reproductive and productive foreign language speech activities, such as listening, speaking, reading, writing and translation in everyday life, socio-cultural, academic-professional, official-business and scientific spheres of communication	UC-4.1 - Selects a style of communication in Russian depending on the purpose and conditions of the partnership; adapts speech, communication style and body language to the situations of interaction
		UC-4.2 - Conducts business correspondence in Russian, taking into account the stylistics of formal and informal letters
		UC-4.3 - Conducts business correspondence in a foreign language, considering the specific style of official letters and socio-cultural differences
		UC-4.4 - Translates official and professional texts for personal use from foreign language into Russian, from Russian into foreign language
		UC-4.5 - Makes public speeches in Russian, takes into account the audience and the purpose of communication
		UC-4.6 - Orally presents the results of their activities in a foreign language, can support the conversation during their discussion
GC-5.	Able to perceive the intercultural diversity of society in socio-historical, ethical, and philosophical contexts.	GC-5.1-Identifies and analyzes the characteristics of intercultural interactions (advantages and possible problem situations) resulting from different ethical, religious and value systems
		GC-5.2- Suggests ways to overcome communication barriers in intercultural interactions
		GC-5.3- Identifies and analyzes the characteristics of intercultural interactions (advantages and possible problem situations) resulting from different ethical, religious and value systems
GPC-3.	Able to use the diversity of achievements of national and world culture in the process of creating media texts and (or) media products, and (or) communication products.GPC-3. Able to use the diversity of achievements of national and world culture in the process of creating media texts and (or) media products, and (or) communication products.	GPC-3.1 - Demonstrates an awareness of the national and global cultural process
		GPC-3.2 - Applies the means of artistic expression in journalistic texts and (or) products

3. THE DISCIPLINE (MODULE) IN THE STRUCTURE OF EP HE

The discipline “Intercultural Communication” belongs to the Compulsory Module of Block 1 of the curriculum. Table 1 shows preceding and subsequent subjects aimed at forming competence discipline by the matrix of competencies.

Table 3.1. The list of components of the EP HE, contributing to the achievement of the planned results of the discipline

Code	Competence	Previous discipline	Subsequent disciplines
GC-4	Able to communicate in interpersonal and intercultural interaction in Russian as a foreign language and foreign language(s) on the basis of knowledge of interrelated and interdependent types of reproductive and productive foreign language speech activities, such as listening, speaking, reading, writing and translation in everyday life, socio-cultural, academic-professional, official-business and scientific spheres of communication	Russian as a foreign language / Русский язык (как иностранный) Russian language and culture of speech / Русский язык и культура речи	Social media content / Контент социальных медиа Business journalism / Деловая журналистика Public speaking / Ораторское искусство Emergency Reporting / Журналистика экстремальных ситуаций
GC-5	Able to perceive the intercultural diversity of society in socio-historical, ethical, and philosophical contexts.	History of Russia / История России History of Religions in Russia / История религий России Fundamentals of Russian Statehood / Основы российской государственности	Philosophy / Философия Basics of Law / Правоведение Media ethics / Этика журналистской работы International Journalism / Международная журналистика
GPC-3.	Able to use the diversity of achievements of national and world culture in the process of creating media texts and (or) media products, and (or) communication products.	History of Religions in Russia / История религий России	Russian and Foreign Literature / Русская и зарубежная литература

Code	Competence	Previous discipline	Subsequent disciplines
		Fundamentals of Journalism Theory / Основы теории журналистики Fundamentals of Mass Communication / Основы теории коммуникации	International Journalism / Международная журналистика

4. THE SCOPE OF THE DISCIPLINE AND TYPES OF ACTIVITIES

The overall workload of the discipline is **4** credits.

Types of activities	Total hours	Semesters						
		1	2	3	4	5	6	7
Classroom activities (total)								
<i>Lectures</i>	51			17	34			
<i>Practical lessons/Seminars</i>	34			17	17			
<i>Laboratory activities/</i>								
<i>Control</i>	34			17	17			
Independent work (total)	97			57	40			
Overall workload hours	216			108	108			
Credits	6			3	3			

5. CONTENT OF THE DISCIPLINE

Table 5.1 Content of the discipline (module) by type of activity

Name of the Unit	Content of the Units (topics)	Type of activity
Introduction to Intercultural Communication	<ul style="list-style-type: none"> ▪ Definition and scope ▪ Key terms: culture, communication, context ▪ The role of intercultural competence 	Lecture
Culture and Communication: Key Concepts	<ul style="list-style-type: none"> ▪ Culture as a system of meanings ▪ Functions of culture ▪ Cultural universals vs. cultural specifics 	Lecture
Models of Intercultural Communication	<ul style="list-style-type: none"> ▪ Hall's High- and Low-Context Cultures ▪ Hofstede's Cultural Dimensions ▪ Trompenaars' Model 	Lecture

Name of the Unit	Content of the Units (topics)	Type of activity
Verbal Communication across Cultures	<ul style="list-style-type: none"> ▪ Language and meaning ▪ Direct vs. indirect communication ▪ Translation and interpretation challenges 	Lecture
Nonverbal Communication in Different Cultures	<ul style="list-style-type: none"> ▪ Body language, eye contact, gestures ▪ Proxemics and haptics ▪ Silence and paralanguage 	Lecture
Perception and Stereotyping	<ul style="list-style-type: none"> ▪ Cultural perception and worldview ▪ Stereotypes, prejudice, and ethnocentrism ▪ Strategies to overcome bias 	Lecture
Culture Shock and Adaptation	<ul style="list-style-type: none"> ▪ U-curve and W-curve models ▪ Phases of adaptation ▪ Coping strategies 	Lecture
Identity and Intercultural Interaction	<ul style="list-style-type: none"> ▪ Social identity theory ▪ Cultural, ethnic, and personal identity ▪ Code-switching and cultural negotiation 	Lecture
Conflict in Intercultural Contexts	<ul style="list-style-type: none"> ▪ Sources of intercultural conflict ▪ Conflict styles across cultures ▪ Mediation and resolution 	Lecture
Intercultural Competence and Global Citizenship	<ul style="list-style-type: none"> ▪ Skills and attitudes for intercultural competence ▪ Global communication ethics ▪ Intercultural empathy 	Lecture
Media and Culture: A Two-Way Relationship	<ul style="list-style-type: none"> ▪ How media reflects and shapes culture ▪ Media bias and representation ▪ Stereotypes in global media 	Lecture
Communication in Multinational Teams	<ul style="list-style-type: none"> ▪ Virtual cross-cultural collaboration ▪ Team dynamics and leadership styles ▪ Misunderstandings and best practices 	Lecture
Intercultural Communication in Journalism	<ul style="list-style-type: none"> ▪ International reporting norms ▪ Dealing with cultural sensitivity ▪ Ethics of representation 	Lecture
Intercultural Advertising and Marketing	<ul style="list-style-type: none"> ▪ Global vs. local approaches ▪ Case studies of success/failure ▪ Visual and linguistic adaptation 	Lecture
Digital Culture and Online Intercultural Communication	<ul style="list-style-type: none"> ▪ Global digital platforms ▪ Internet slang, emojis, and memes ▪ Cross-cultural miscommunication online 	Lecture

Name of the Unit	Content of the Units (topics)	Type of activity
Trends and Challenges in a Globalizing World	<ul style="list-style-type: none"> ▪ Global English and language imperialism ▪ AI and intercultural interfaces ▪ The future of intercultural communication 	Lecture
Cultural Self-Reflection	<ul style="list-style-type: none"> ▪ Personal cultural map ▪ Identity exploration exercises ▪ Class discussion 	Seminar
Case Study: High vs. Low Context Cultures	<ul style="list-style-type: none"> ▪ Compare communication patterns ▪ Analyze real-life miscommunications ▪ Group presentation 	Seminar
Nonverbal Behavior Role-Play	<ul style="list-style-type: none"> ▪ Reenact cultural scenarios ▪ Analyze misunderstandings ▪ Feedback and reflection 	Seminar
Stereotype Busting Workshop	<ul style="list-style-type: none"> ▪ Identify stereotypes in media ▪ Discuss origins and effects ▪ Rewriting biased content 	Seminar
Conflict Simulation: Misunderstanding in a Team	<ul style="list-style-type: none"> ▪ Group roleplay (e.g., marketing team) ▪ Identify conflict sources ▪ Propose resolution strategies 	Seminar
Analyzing Media Representations	<ul style="list-style-type: none"> ▪ Select an international media outlet ▪ Spot cultural frames and biases ▪ Present findings 	Seminar
Mock Press Conference: Multicultural Crisis	<ul style="list-style-type: none"> ▪ Practice sensitive reporting ▪ Include cultural perspectives ▪ Class feedback 	Seminar
Intercultural Communication in Your Career	<ul style="list-style-type: none"> ▪ Industry-specific case studies (e.g., PR, journalism, diplomacy) ▪ Career interviews or guest speakers ▪ Discussion on personal development 	Seminar
Final Project Workshop	<ul style="list-style-type: none"> ▪ Peer review project ideas ▪ Group feedback session ▪ Project development planning 	Seminar

6. MATERIAL AND TECHNICAL SUPPORT OF THE DISCIPLINE

The discipline is implemented using e-learning and distance learning technologies

Table 6.1. Material and technical support of the discipline

Type of classroom	Classroom equipment	Specialized educational/laboratory equipment, software and materials for the mastering the discipline (if necessary)
Digital Classroom	computer, TV VCR and a transparency projector. CD players and DVD players	
Lecture room	Computer, internet, TV VCR and a transparency projector	
Home for independent work	Computer, internet,	
Library for independent work	Computer, internet	

* The classroom for students' independent work **MUST be indicated!**

7. EDUCATIONAL AND METHODOLOGICAL AND INFORMATIONAL SUPPORT OF THE DISCIPLINE

Main readings

1. Jackson, J. (2020). *Interculturality in International Education*. London: Routledge.
2. Holliday, A., Hyde, M., & Kullman, J. (2021). *Intercultural Communication: An Advanced Resource Book for Students* (4th ed.). London: Routledge.
3. Hua, Z. (Ed.). (2021). *Research Methods in Intercultural Communication: A Practical Guide* (2nd ed.). Hoboken, NJ: Wiley-Blackwell.

Other recommended readings

1. Spitzberg, B. H., & Changnon, G. (2021). *The SAGE Handbook of Intercultural Competence* (Updated edition). London: SAGE.
2. Arasaratnam-Smith, L. A. (2022). *Intercultural Communication Competence: Conceptualization and Its Development in Cultural Contexts*. New York: Cambridge University Press.
3. Nakayama, T. K., & Halualani, R. T. (Eds.). (2020). *The Handbook of Critical Intercultural Communication*. Hoboken, NJ: Wiley-Blackwell.
4. Zhu, H. (2023). *Exploring Intercultural Communication: Language in Action* (2nd ed.). London: Routledge.
5. Kim, Y. Y. (2020). *Becoming Intercultural: An Integrative Theory of Communication and Cross-Cultural Adaptation* (Updated edition). Thousand Oaks, CA: SAGE.

Web-sites and online resources

1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:
 - <http://www.rad.pfu.edu.ru/>
 - www.libfl.ru
 - www.portalus.ru

- www.project.phil.pu.ru
- www.lib.fl.ru
- www.gutenberg.net
- www.ipl.org
- www.theEuropeanlibrary.org; www.epoch-net.org
- <http://gabro.ge/biblio/0707/3066/filosof.historic.ru/books/item/f00/s00/z00358/st000/htm/>

2. Databases and search systems:

- web search engine google.com
- online encyclopedia wikipedia.org
- news aggregation website drudgereport.com
- Google scholar.com

Teaching materials for students' independent work while mastering the discipline/module:*

1. A course of lectures on the discipline.
2. Practical assignments and their brief contents;
3. Questions for self-check, and test assignments.

* - all educational and methodical materials for students' independent work are published in the current order on the page of the discipline in TUIS!

8. GRADING MATERIALS AND GRADING-RATING SYSTEM FOR ASSESSING THE LEVEL OF COMPETENCE FORMED IN THE DISCIPLINE

The grading materials and grading-rating system* for assessing the level of competence (part of competencies) for the discipline are presented in the Appendix to this Working program of the discipline.

* - are formed based on the requirements of the corresponding local normative act of RUDN University.