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| **Al-Farabi Kazakh National University**  **Syllabus**  **Autumn semester 2017-2018** | | | | | | | | | | | |
| **Code of discipline** | | **Name of discipline** | **Type** | **Hours per week** | | | | **Credits** | | **ECTS** | |
| **lecture** | **Practical** | **Lab** | |
|  | | “Psychology of Interpersonal Communication” | ОК | 2 | 1 | 0 | | 3 | | 5 | |
| **Lector** | | Lecturer: Professor, higher doctor of psychological sciences  Duisenbekov D.D. | | | | | | **Office hour** | | According schedule | |
| **e-mail** | | e-mail: dauletdd@mail.ru | | | | | |
| **Telephone** | | Telephone: +77019933897; +77773768493; +77272925717 (2131) | | | | | | **Audito-**  **rium** | |  | |
| **Academic presentation of the course** | | Content of the discipline "Psychology of Inter-Personal Communication" is aimed to studying basics of general and social psychology that are necessary for training specialists of bachelorship degree in the system of higher education. The main thesis of the discipline is a human being as personality and individuality and doer of cognitive, learning and communicative activity. | | | | | | | | | |
| **Prerequisites** | | Advanced Methods Of Statistics In Psychology, Research Methods and Experience, Computational Modelling of Social Behavior | | | | | | | | | |
| **Postrequisites** | |  | | | | | | | | | |
| **Informational resource** | | **Main Bibliography**  1. Gross Richard. Psychology: The Science of Mind and Behaviour. - Hodder Education; 7th Revised edition, 2015. – 1000 p.  2. Rosengren Karl E. Communication: An Introduction. – Sage Publications, 2009. – 240 p.  3. Berscheid Ellen S., Regan Pamela C. The Psychology of Interpersonal Relationships. – Psychology Press, 2004. – 576 p.  4. Hargie Owen. Skilled Interpersonal Communication: Research, Theory and Practice. – Routledge; 4 edition, 2003. – 560 p.  5. Draper Michael. How to Analyze People: Analyze & Read People with Human Psychology, Body Language, and the 6 Human Needs (How to Analyze People 101). – CreateSpace Independent Publishing Platform, 2015. – 156 p.  6. Aronson Elliot, Wilson Timothy D., Sommers Samuel R. Social Psychology (9th Edition). – Pearson, 2015. – 624 p.  7. Branscombe Nyla R., Baron Robert A. Social Psychology (14th Edition). – Pearson, 2016. – 528 p.  8. Olson Matthew H., Hergenhahn B.R. An Introduction to Theories of Personality, 8th Edition. - Pearson, 2010.- 584 p.  9. Cialdini Robert B. Influence: Science and Practice (5th Edition). – Allyn and Bacon, 2008. – 272 p.  10. Manning, J. (). A Constitutive Approach to Interpersonal Communication Studies // Communication Studies. 65 (4), 2014. – P. 432-440.  **Additional Bibliography**  1. Tuhovsky Ian. Communication Skills: A Practical Guide to Improving Your Social Intelligence, Presentation, Persuasion and Public Speaking: Volume 9 (Positive Psychology Coaching Series Book). – CreateSpace Independent Publishing Platform, 2015. – 160 p.  2. Greenberg Jeff, Schmader Toni, Arndt Jamie, Landau Mark. Social Psychology: The Science of Everyday Life. – Worth Publishers, 2015. – 720 p.  3. Stangor Ch. Principles of Social Psychology. – Flat World Knowledge, 2011. – 402 p.  4. Bell Jonny. Social Intelligence: A Practical Guide to Social Intelligence: Communication Skills - Social Skills - Communication Theory - Emotional Intelligence -: Volume 1. - CreateSpace Independent Publishing Platform, 2014. – 64 p.  5. Navarro J., Karlins M. What Every BODY is Saying: An Ex-FBI Agent’s Guide to Speed-Reading People: An Ex-FBI Agent's Guide to Speed-reading People. - William Morrow Paperbacks, 2008. – 272 p.  6. Van Edwards Vanessa. Human Lie Detection and Body Language 101: Your Guide to Reading People's Nonverbal Behavior. – Create Space Independent Publishing Platform, 2013. – 162 p.  7. Aranson E. The Social Animal. – NY: Worth Publishers, 2017. – 514 p.  8. Argyle Michael. Psychology of Interpersonal Behaviour. - Penguin UK; 5 edition, 1994. – 368 p.  9. Андреева Г.М. Социальная психология. Учебник для высших учебных заведений. – М.: Наука, 1994. – 324 с.  10. Тихомиров О.К. Психология: Учебник / Под ред. О.В. Гордеевой. – М.: Высшее образование, 2006. – 538 с. | | | | | | | | | |
| **Structure of discipline** | | This is an introductory course that will be carried out a general acquaintance with a large amount of theoretical material. Home works (exercises) will give you an opportunity to get acquainted with the practical application of theoretical material. You can work together with another student with homework. | | | | | | | | | |
| **Academic policy of the course in the context of university values** | | 1. For each class you have to prepare according to the schedule below. Each task should be completed by the class, where the topic is discussed.  2. Homework will be distributed throughout the semester, as shown in the graph of discipline.  3. Most homework will include a few questions that can be answered by querying on the database example; you need to perform queries and answers that you got used to the next part of the homework. Search SQL appropriate learning resources may be required to study necessary inquiries.  4. During the semester, you will use the material studied in the project. Specific requirements for the project will be distributed in class. All parts of the project will constitute 10% of the final mark of the course.  5. You will need to complete the main project programming, providing for the development of database applications using the database structure provided by the lector. Specific requirements will be distributed in class. The project will cost 15% of the final grade.  When homework subject to the following rules:  • Homework should be carried out within a specified time. Later, homework will not be accepted.  • Homework should be done on one side of a sheet of A4 paper, and pages must be attached in order of numbering issues (problems). Questions (task) must be numbered, and definitive answers (if necessary) must be provided. (Homework, do not meet these standards will be returned with an unsatisfactory evaluation).  • You can work together with another student with homework. | | | | | | | | | |
| **Evaluation and appraisal policy** | | Appropriate timing of homework may be extended in the event of extenuating circumstances (such as illness, emergencies, contingency, etc.) in accordance with the University's academic policies. Student participation in discussions and exercises during class will be taken into account in its overall assessment of the discipline. Design issues, dialogue and feedback on the subject of discipline are welcomed in classes, and the lector during final grade will take into account the participation of each student in the class. | | | | | | | | | |
| **Summative estimation** | | | | | | | | | |
| **Policies** | | **Description of independent work** | | | | | **Weight** | | | | **Results of study** |
| Homework  Self-work  SWML  Exams  **TOTAL** | | | | | 35%  10%  15%  40%  100% | | | | 1,2,34,5,6  2,3,4  4,5,6  1,2,3,4,5,6 |
| Your final score will be calculated by the formula:  Below are minimum estimates (in Percentage):  95% - 100%: А 90% - 94%: А-  85% - 89%: В+ 80% - 84%: В 75% - 79%: В-  70% - 74%: С+ 65% - 69%: С 60% - 64%: С-  55% - 59%: D+ 50% - 54%: D- 0% -49%: F | | | | | | | | | |
| **Policies of the discipline** | | Appropriate timing of homework or projects may be extended in the event of extenuating circumstances (such as illness, emergencies, contingency, etc.) in accordance with the University's academic policies. Student participation in discussions and exercises during class will be taken into account in its overall assessment of the discipline. Design issues, dialogue and feedback on the subject of discipline are welcomed in classes, and the lector during final grade will take into account the participation of each student in the class. | | | | | | | | | |
| **Schedule of discipline** | | | | | | | | | | | |
| **Week** | **Thematic block \*\* I – Origin and Development and Psychological Phenomena of Inter-Personal Communication** | | | | | | | **Hours** | **Max. points** | | |
| **1** | Lecture 1 The origin of category of communication in psychology. | | | | | | | 2 | 1 | | |
|  | Practical lesson 1 Research issue of communication in psychology | | | | | | | 1 | 5 | | |
|  | 1 Theme of Self-work (SRD) analyze necessity of intercourse study in psychology. | | | | | | | 1 | 6 | | |
| **2** | Lecture 2 Research spheres of general and social psychology as basics for interpersonal communication studies. | | | | | | | 2 | 2 | | |
|  | Practical lesson 2 Social development of human relations maintaining various forms and types interpersonal communication | | | | | | | 1 | 5 | | |
|  | Theme of Self-work (SRD) Describe social and economic causes of positive communication | | | | | | | 1 | 6 | | |
| **3** | Lecture 3 Human cognitive activity (psychical processes) within society and communication. | | | | | | | 2 | 2 | | |
|  | Practical lesson 3 Human cognitive development through communication | | | | | | | 1 | 5 | | |
|  | Theme of Self-work (SRD) Analyze social background of cognitive psychical processes. | | | | | | | 1 | 6 | | |
| **Thematic block \*\* II – Social-Psychological Bases of Interpersonal Communication** | | | | | | | | | | | |
| 4 | Lecture 4 Psychological nature of intercourse and grouping processes. | | | | | | | 2 | 1 | | |
|  | Practical lesson 4 Communicative nature of human ontogenesis. | | | | | | | 1 | 5 | | |
|  | Theme of Self-work (SRD) How intercourse transforms people? | | | | | | | 1 | 6 | | |
| **5** | Lecture 5 Communicative side of human intercourse and its psychological nature. | | | | | | | 2 | 1 | | |
|  | Practical lesson 5 Psychological mechanisms of communication within intercourse. | | | | | | | 1 | 5 | | |
|  | Theme of Self-work (SRD) How communication with parents influences child development? | | | | | | | 1 | 6 | | |
| **6** | Lecture 6 Interactive side of human intercourse and its psychological nature. | | | | | | | 2 | 1 | | |
|  | Practical lesson 6 Psychological mechanisms of  inter-action between people. | | | | | | | 1 | 5 | | |
|  | Theme of Self-work (SRD) How interactive relations with parents influences child development? | | | | | | | 1 | 6 | | |
| **7** | RC 1 | | | | | | |  | **17** | | |
| **Total** | | | | | | | |  | **100** | | |
| **8** | Lecture 8 Perceptive side of human intercourse and its psychological nature. | | | | | | | 2 | 1 | | |
|  | Practical lesson 8 Psychological mechanisms of interpersonal perception. | | | | | | | 1 | 5 | | |
|  | Theme of Self-work (SRD) What is attraction in interpersonal communication? | | | | | | | 1 | 6 | | |
| **9** | Lecture 9 Communicative situations and their forms. | | | | | | | 2 | 1 | | |
|  | Practical lesson 9 Emotional peculiarities of interpersonal communication. | | | | | | | 1 | 5 | | |
|  | Theme of Self-work (SRD) Why do we need to get a response from the others? | | | | | | | 1 | 6 | | |
| **10** | Lecture 10 Needs, drives, sets and motives of connecting with others. | | | | | | | 2 | 1 | | |
|  | Practical lesson 10 Psychological difficulties and barriers of communication. | | | | | | | 1 | 5 | | |
|  | Theme of Self-work (SRD) Analyze issue on theme “Interpersonal communication difficulties”. | | | | | | | 1 | 6 | | |
| **11** | Lecture 11 Individual and psychopathic peculiarities of interpersonal communication. | | | | | | | 2 | 1 | | |
|  | Practical lesson 11 Personal types due to interpersonal communication. | | | | | | | 1 | 5 | | |
|  | Theme of Self-work (SRD) Describe difference between girls and boys within interpersonal communication. | | | | | | | 1 | 6 | | |
| **Thematic block\*\* III – Social and Cultural Peculiarities of Interpersonal Communication** | | | | | | | | | | | |
| **12** | Lecture 12 Significance of social and cultural peculiarities of interpersonal communication. | | | | | | | 2 | 1 | | |
|  | Practical lesson 12 Analysis of personal growth processes and results through interpersonal communication. | | | | | | | 1 | 5 | | |
|  | Theme of Self-work (SRD) Reveal the essence of interpersonal communication between friends. | | | | | | | 1 | 6 | | |
| **13** | Lecture 13 Ethno-psychological peculiarities of interpersonal communication. | | | | | | | 2 | 1 | | |
|  | Practical lesson 13 Peculiarities of interpersonal communication between representatives of different nations. | | | | | | | 1 | 5 | | |
|  | Theme of Self-work (SRD) | | | | | | | 1 | 6 | | |
| **14** | Lecture 14 Group development as a factor of enriching interpersonal communication. | | | | | | | 2 |  | | |
|  | Practical lesson 14 Structure of inter- and outer-group relations influencing interpersonal communication. | | | | | | | 1 |  | | |
|  | Theme of Self-work (SRD) Self-regulation aspects of interpersonal communication. | | | | | | |  |  | | |
| **15** | **RC 2** | | | | | | | 1 | **16** | | |
| **Total** | | | | | | | |  | **100** | | |
| **Exam** | | | | | | | |  | **100** | | |

Head of the General and Implied

Psychology Department Z.B. Madalieva

Bureau of Zhubanazarova N.S.

Philosophy and Political science faculty

Professor, higher doctor of

psychological sciences D.D. Duisenbekov