Al Farabi Kazakh National University

International Relations Faculty

Diplomatic Translation Department

METHODOLOGICAL COMPLEX OF THE DISCIPLINE

97828 «Fundamentals of Intercultural Communication Theory»

Specialty 6B02311 – Translation in the sphere of international and legal relations

Course – 1
Semester – Autumn
Credits – 6

Almaty 2024

SYLLABUS
Fall semester 2024-2025 academic year
Educational program "6B02311 Translation in the sphere of international and legal relation "

ID and name of course	Independent work of the student (IWS)	Number of credits			General number of credits	Independent work of the student under the guidance of a teacher (IWST)
		Lectures (L)	Practical classes (PC)	Lab. classes (LC)		
[97828] Fundamentals of Intercultural Communication Theory	4	3	3		6	6

ACADEMIC INFORMATION ABOUT THE COURSE

Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform final control
Offline	Basic course of elective component	Traditional Lecture Interactive Lecture Flipped Classroom	discussion, problem-solving	Oral Exam (Standard) Univer System (Offline)

Lecturer - (s)	Assan Kanagat Aitbaiuly
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ACADEMIC COURSE PRESENTATION

Purpose of the course	Expected Learning Outcomes (LO) *	Indicators of LO achievement (ID)
The purpose of the discipline: to develop ability to analyze extralinguistic factors of cross-cultural communication in order to achieve high-quality translation. Subject area: methodological principles and strategies, theoretical foundations of cross-cultural communication, theory of foreign and native languages at the professional level, specifics of non-verbal behavior, physical and psychological stamina when translating.	- 1. To understand basic theories and concepts in intercultural communication;	1.1 Understands and uses basic intercultural communication terminology;
		1.2 Able to explain how cultural differences affect communication styles;
	2. To identify and interpret cultural norms and values across different societies;	2.1 Able to identify cultural norms and values from different societies;
		2.2 Able to compare and contrast cultural norms and their effects on communication;
	3. To apply intercultural communication skills in various contexts;	3.1 Demonstrates the ability to apply theories of intercultural communication to case studies;
		3.2 Can resolve intercultural misunderstandings using communication strategies;
	4. To develop the ability to communicate effectively in cross-cultural settings, focusing on speaking and listening skills;	4.1 Uses effective communication techniques for intercultural dialogues;
		4.2 Listens and responds to diverse cultural viewpoints with sensitivity;
	5. To produce written and spoken content reflecting intercultural sensitivity and awareness.	5.1 Produces culturally aware written reports and assignments;
		5.2 Participates in discussions and debates on intercultural issues, expressing opinions with cultural sensitivity.

Prerequisites	
Postrequisites	Culture of Speech and Public Speaking Skills
Learning Resources	**Literature:** 1. Rings, G., & Rasinger, S. (Eds.). The Cambridge Handbook of Intercultural Communication. Cambridge University Press, 2020. 544 p. 2. Jackson, J. (Ed.). The Routledge Handbook of Language and Intercultural Communication. Routledge, 2020. 576 p. 3. Boromisza-Habashi, D. Intercultural Communication: Pathways to Better Interactions. Cognella, 2020. 320 p.

4. Samovar L.A., Porter R.E., McDaniel E.R. *Intercultural Communication: A Reader*. Cengage Learning, 14th edition, 2014. 432 p.
5. Hofstede G. *Cultures and Organizations: Software of the Mind*. McGraw-Hill, 3rd edition, 2010. 576 p.
6. Ting-Toomey S. *Communicating Across Cultures*. The Guilford Press, 1999. 294 p.
7. Scollon R., Scollon S.W., Jones R.H. *Intercultural Communication: A Discourse Approach*. Wiley-Blackwell, 3rd edition, 2012. 336 p.
8. Lustig M.W., Koester J. *Intercultural Competence: Interpersonal Communication Across Cultures*. Pearson, 7th edition, 2012. 400 p.
9. Holliday A., Hyde M., Kullman J. *Intercultural Communication: An Advanced Resource Book for Students*. Routledge, 3rd edition, 2010. 364 p.
10. Spencer-Oatey H., Franklin P. *Intercultural Interaction: A Multidisciplinary Approach to Intercultural Communication*. Palgrave Macmillan, 2009. 344 p.
11. Hall E.T. *Beyond Culture*. Anchor, 1976. 320 p.

Research laboratories:
9. Multimedia language classroom 322
10. Center for cross-cultural communication 302

Professional scientific databases:
11. Scientific database https://www.scopus.com
12. Science Direct scientific database https://id.elsevier.com/
13. Research and teaching platform JSTOR https://www.jstor.org
14. Scientific electronic library eLibrary https://elibrary.ru
15. Scientific online library WILEY https://onlinelibrary.wiley.com/
16. Scientific electronic library "CyberLeninka" https://cyberleninka.ru/

Internet resources:
17. The UN official website: https://www.un.org/en/
18. TED Talks: https://www.ted.com
19. CNN News: https://edition.cnn.com
20. BBC News: https://www.bbc.co.uk
21. English-Russian Online Dictionary: www.multitran.com
22. English-Russian Online Dictionary: https://www.lingvolive.com/en-us
23. Collocation Online Dictionary: http://www.ozdic.com
24. Oxford Comprehensive Online Dictionary: https://www.oxfordlearnersdictionaries.com/
25. Cambridge Comprehensive Online Dictionary: https://dictionary.cambridge.org

Online learning platforms:
26. FutureLearn platform courses https://www.futurelearn.com/
27. Coursera platform: https://www.coursera.org/
28. E-International Relations: https://www.e-ir.info/

Academic course policy	The academic policy of the course is determined by the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University .
	Documents are available on the main page of IS Univer .
	Integration of science and education. The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments.
	Attendance. The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.
	Academic honesty. Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable. Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by the "Rules for the final control" , "Instructions for the final control of the autumn / spring semester of the current academic year" , "Regulations on checking students' text documents for borrowings". Documents are available on the main page of IS Univer .
	Basic principles of inclusive education. The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.
	All students, especially those with disabilities, can receive counseling assistance by phone / e-mail asan.kanagat@alumni.nu.edu.kz (https://us05web.zoom.us/launch/chat?src=direct_chat_link&email=asan.kanagat@alumni.nu.edu.kz)

Integration MOOC (massive open online course). In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.

ATTENTION! The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points.

eINFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT

Score-rating letter system of assessment of accounting for educational achievements				Assessment Methods
Grade	Digital equivalent points	points, % content	Assessment according to the traditional system	Criteria-based assessment is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.
A	4.0	95-100	Great	Formative assessment is a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student,
A-	3.67	90-94		identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures,
B+	3.33	85-89	Fine	seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed. Summative assessment - type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course. Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated

				Formative and summative assessment	Points % content
B	3.0	80-84		The teacher introduces his own types of assessment or uses the proposed option	The teacher enters his score into points in accordance with the calendar (schedule). The exam does not change and the final score in the course.
B-	2.67	75-79		Activity at lectures	10
C+	2.33	70-74		Work in practical classes	20
C	2.0	65-69	Satisfactorily	Independent work	20
C-	1.67	60-64		Design and creative activity	10
D+	1.33	55-59		Final control (exam)	40
D	1.0	50-54		TOTAL	100
FX	0,5	25-49	Unsatisfactory		
F	0	0-24			

Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.

A week	Topic name	Number of hours	Max. ball
MODULE 1 Module 1 Introduction to the profession in a foreign language			
1	**LECTURE 1: Intercultural communication as a theoretical and applied discipline** **SEMINAR 1: Introduction to Intercultural Communication** **Topics:** Definition, Scope, and Importance of Intercultural Communication. **Readings:** "Intercultural Communication in the Global Workplace" (Ch. 1) **Activities:** Case study on communication breakdown in an international setting.	4	9
2	**LECTURE 2: The concept of culture** **SEMINAR 2: Theories of Intercultural Communication** **Topics:** Key Theories (e.g., Hofstede's Cultural Dimensions, Hall's High and Low Context Cultures). **Readings:** Hofstede's "Culture's Consequences" (excerpts). **Activities:** Group discussion on how these theories apply to translation and international relations.	4	9
	IWST 1 Consultation on the implementation of IWS 1	2	

3	LECTURE 3: The concept of communication	4	9
	SEMINAR 3: Cultural Identity and Communication Topics: Identity, Ethnicity, and Nationality in Communication. Readings: "Communicating Across Cultures" (Ch. 3). Activities: Analyze case studies of identity conflicts in legal or political translation contexts.		
4	LECTURE 4: Psychological aspects of communication	4	9
	SEMINAR 4: Verbal and Non-Verbal Communication Topics: Differences in Verbal and Non-Verbal Communication Across Cultures. Readings: "The Silent Language" by Edward T. Hall (excerpts). Activities: Role-play exercises simulating intercultural negotiations.		
4	IWS 1. Research and write a short essay (500 words) on the development of intercultural communication as an academic discipline. Provide examples of how it is applied in real-world contexts.	2	17
5	LECTURE 5: Some aspects of linguistic pragmatics	4	9
	SEMINAR 5: Cross-Cultural Communication in Legal Contexts Topics: Intercultural Communication in International Law and Legal Translation. Readings: "Translation and Law" (Ch. 4). Activities: Review of legal documents from different cultures and the challenges of translation.		
5	IWST 2. Create a presentation comparing the definitions of culture from at least two different scholars. Include how these definitions influence intercultural communication.	2	
MODULE 2 Specific Aspects of Intercultural Communication			
6	LECTURE 6: The verbal communication channel in intercultural communication	4	9
	SEMINAR 6: Power, Authority, and Hierarchy in Intercultural Communication Topics: Power Distance and Its Impact on Communication. Readings: Hofstede's Power Distance Index. Activities: Debate on how hierarchical structures affect international diplomacy and translation.		
	IWST 3. Consultations on the implementation of IWS 2	1	
7	LECTURE 7: Non-verbal communication channels: Proxemics and kinesics	4	9
	SEMINAR 7: Cultural Stereotypes and Prejudices Topics: Stereotyping, Prejudice, and Their Effect on Intercultural Interaction. Readings: "Beyond Stereotypes: Understanding Cultural Differences" (Ch. 2). Activities: Analysis of stereotype-driven communication failures.		
	IWS 2. Midterm control assignments	30	20
Midterm control 1			100
8	LECTURE 8: Non-verbal communication: Kinesics	4	7
	SEMINAR 8: Intercultural Competence in Translation Topics: Developing Skills for Effective Intercultural Communication in Translation. Readings: "Intercultural Competence: Concept and Application" (Ch. 5). Activities: Workshop on improving translation accuracy with intercultural sensitivity.		
	IWST 4. Consultations on the implementation of IWS 3	1	
9	LECTURE 9: Stereotypes and prejudices in intercultural communication	4	8
	SEMINAR 9: Communication in Diplomatic and Political Contexts Topics: The Role of Communication in International Relations and Diplomacy. Readings: "International Diplomacy: Theory and Practice" (Ch. 6). Activities: Simulation of diplomatic dialogue between different countries.		
10	LECTURE 10: Intercultural communication and intercultural conflict	4	8
	SEMINAR 10: Cultural Adaptation and Acculturation Topics: Processes of Adaptation to New Cultural Environments. Readings: "Cultural Shock: Adjustment to New Cultural Contexts" (Ch. 7). Activities: Group projects on cultural adaptation strategies for legal professionals.		
	IWS 3 Analyze a conflict scenario involving individuals from different cultural backgrounds. Describe how cultural differences contributed to the conflict and suggest conflict resolution strategies.	27	17
MODULE 3 Advanced Topics in Intercultural Communication			
11	LECTURE 11: The role of technology and media in intercultural communication	4	8
	SEMINAR 11: Intercultural Communication Barriers Topics: Linguistic, Cultural, and Psychological Barriers. Readings: "Overcoming Intercultural Barriers" (Ch. 8). Activities: Case studies on overcoming intercultural barriers in legal negotiations.		
	IWST 5. Colloquium: week 1-10	1	
12	LECTURE 12: Intercultural communication in business and professional environments	4	8

	SEMINAR 12: Ethics in Intercultural Communication Topics: Ethical Considerations in Cross-Cultural Interactions. Readings: "Intercultural Ethics in Legal and International Contexts" (Ch. 9). Activities: Ethical dilemma scenarios in intercultural communication and translation.			
13	LECTURE 13: Globalization and its impact on intercultural communication SEMINAR 13: Media and Intercultural Communication Topics: The Role of Media in Shaping Cultural Perceptions. Readings: "Global Media, Communication, and Culture" (Ch. 10). Activities: Analyze media representations of different cultures and their impact on diplomacy.	4	8	
	IWST 6. Consultation on the implementation of IWS 4.	1		
14	LECTURE 14: Intercultural communication in educational settings SEMINAR 14: Globalization and Its Impact on Intercultural Communication Topics: The Effects of Globalization on Cultural Interactions. Readings: "Globalization and Cross-Cultural Communication" (Ch. 11). Activities: Group discussions on globalization's influence on international law and translation.	4	8	
15	LECTURE 15: Ethical considerations in intercultural communication SEMINAR 15: Final Presentations and Course Review Topics: Student presentations on selected intercultural communication case studies. Readings: Review of key texts from the course. Activities: Group presentations and peer feedback on intercultural communication in legal and diplomatic contexts.	4	8	
	IWS 4. Conducting final term assessment	30	20	
Midterm control 2				100
Final control (exam)				100
TOTAL for course				100

Dean of International Relations Faculty   Sairambaeva Zh.T.

Chair of the Academic Committee

on the Quality of Teaching and Learning   Yerimpasheva A.T.

Head of Diplomatic Translation Department   Murzagaliyeva M.K.

Senior Lecturer   Assan K.A.

Assistant   Muratbek N.D.

RUBRICATOR OF THE SUMMATIVE ASSESSMENT

CRITERIA EVALUATION OF LEARNING OUTCOMES

Final Project: Analyzing and Solving Intercultural Communication Challenges

Criterion	"Excellent" Max. weight in %	"Good" Max. weight in %	"Satisfactory" Max. weight in %	"Unsatisfactory" Max. weight in %
Research Depth	90-100% Provides in-depth, high-quality research using a wide variety of credible sources.	75-89% Good research, but lacking in some depth or scope of sources.	60-74% Some research, but limited depth or scope.	0-59% Inadequate research, missing key sources.
Theoretical Application	90-100% Applies at least three intercultural communication theories accurately and insightfully.	75-89% Adequate application of theories with minor omissions.	60-74% Basic application of theories, but lacks depth.	0-59% Incorrect or missing application of theories.
Creativity and Practicality of Solutions	90-100% Innovative, culturally sensitive solutions that are realistic and well-supported.	75-89% Solutions are practical but could be more creative or culturally sensitive.	60-74% Solutions are basic and lack depth.	0-59% Solutions are impractical or not culturally sensitive.
Presentation Skills	90-100% Clear, engaging, well-organized presentation with strong visual aids.	75-89% Presentation is good but could be better organized or more engaging.	60-74% Presentation is basic, lacks clarity or organization.	0-59% Poor presentation, unclear and disorganized.
Written Report Quality	90-100% Excellent report with strong analysis and clear structure.	75-89% Good report with some minor structural or analytical weaknesses.	60-74% Basic report with some minor weaknesses.	0-59% Poor report, disorganized or incomplete analysis.

Written Assignments: Analysis of Intercultural Communication Concepts

Criterion	"Excellent" Max. weight in %	"Good" Max. weight in %	"Satisfactory" Max. weight in %	"Unsatisfactory" Max. weight in %
Content Accuracy	90-100% Demonstrates deep understanding of intercultural communication concepts, accurately applies theory to examples.	75-89% Shows good understanding with minor inaccuracies or incomplete application of theories.	60-74% Basic understanding of concepts, but lacks depth in application or has noticeable inaccuracies.	0-59% Poor understanding or failure to apply intercultural communication theories.
Structure and Organization	90-100% Clearly structured and logically organized, easy to follow.	75-89% Well-organized, but some parts could be clearer or more structured.	60-74% Some structure, but may lack clear organization or logical flow.	0-59% Disorganized, difficult to follow, or lacking a coherent structure.
Argument and Critical Thinking	90-100% Strong arguments, well-supported by evidence and critical analysis.	75-89% Good argumentation with some evidence of critical thinking.	60-74% Basic argumentation, lacking depth or critical insight.	0-59% Weak arguments, little to no critical thinking or evidence.
Use of Sources and Research	90-100% Extensive use of high-quality, relevant sources. Properly cited.	75-89% Good use of sources, but may lack variety or depth. Properly cited.	60-74% Limited use of sources or improper citation.	0-59% Insufficient or irrelevant sources, poor or missing citations.
Language, Grammar, and Mechanics	90-100% Excellent language use, very few to no grammar or spelling errors.	75-89% Good language use, some minor grammar or spelling errors.	60-74% Noticeable errors in grammar or spelling, but meaning is still clear.	0-59% Frequent errors that obscure meaning or comprehension.