**SYLLABUS**

**Fall semester 2024-2025 academic year**

**Educational program "6B02311 Translation in the sphere of international and legal relation "**

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| **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)** |
| **Fundamentals of Intercultural Communication Theory** | 4 | | 2 | 2 |  | 6 | 2 |
| **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 | | Moodle Testing Online  SDL Moodle (self-directed learning)  Written Exam  Oral Presentation | |
| **Lecturer - (s)** | Assan Kanagat Aitbaiuly | | | | |
| **e-mail :** | [asan.kanagat@alumni.nu.edu.kz](mailto:Akasan601@gmail.com) | | | | |
| **Phone :** | 87057621474 | | | | |
| **Assistant - (s)** | - | | | | |
| **e-mail :** | - | | | | |
| **Phone :** | - | | | | |
| **ACADEMIC COURSE PRESENTATION** | | | | | | | |
| **Purpose**  **of the course** | **Expected Learning Outcomes (LO) \*** | | | | | **Indicators of LO achievement (ID)** | |
| To develop students' understanding of the basic concepts of intercultural communication, enhance cross-cultural competencies, and prepare them to effectively communicate in multicultural environments. | * 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** |  | | | | | | |
| **Learning Resources** | **Literature:**   1. Samovar L.A., Porter R.E., McDaniel E.R. *Intercultural Communication: A Reader*. Cengage Learning, 14th edition, 2014. 432 p. 2. Hofstede G. *Cultures and Organizations: Software of the Mind*. McGraw-Hill, 3rd edition, 2010. 576 p. 3. Ting-Toomey S. *Communicating Across Cultures*. The Guilford Press, 1999. 294 p. 4. Scollon R., Scollon S.W., Jones R.H. *Intercultural Communication: A Discourse Approach*. Wiley-Blackwell, 3rd edition, 2012. 336 p. 5. Lustig M.W., Koester J. *Intercultural Competence: Interpersonal Communication Across Cultures*. Pearson, 7th edition, 2012. 400 p. 6. Holliday A., Hyde M., Kullman J. *Intercultural Communication: An Advanced Resource Book for Students*. Routledge, 3rd edition, 2010. 364 p. 7. Spencer-Oatey H., Franklin P. *Intercultural Interaction: A Multidisciplinary Approach to Intercultural Communication*. Palgrave Macmillan, 2009. 344 p. 8. Hall E.T. *Beyond Culture*. Anchor, 1976. 320 p.   **Research laboratories:**   1. Multimedia language classroom 322 2. Center for cross-cultural communication 302   **Professional scientific databases:**   1. Scientific database <https://www.scopus.com> 2. Science Direct scientific database <https://id.elsevier.com/> 3. Research and teaching platform JSTOR <https://www.jstor.org> 4. Scientific electronic library eLibrary <https://elibrary.ru> 5. Scientific online library WILEY <https://onlinelibrary.wiley.com/> 6. Scientific electronic library "CyberLeninka" <https://cyberleninka.ru/>   **Internet resources:**   1. The UN official website: <https://www.un.org/en/> 2. TED Talks: <https://www.ted.com> 3. CNN News: <https://edition.cnn.com> 4. BBC News: <https://www.bbc.co.uk> 5. English-Russian Online Dictionary: [www.multitran.com](https://www.multitran.com) 6. English-Russian Online Dictionary: <https://www.lingvolive.com/en-us> 7. Collocation Online Dictionary: <http://www.ozdic.com> 8. Oxford Comprehensive Online Dictionary: <https://www.oxfordlearnersdictionaries.com/> 9. Cambridge Comprehensive Online Dictionary: <https://dictionary.cambridge.org>   **Online learning platforms:**   1. FutureLearn platform courses <https://www.futurelearn.com/> 2. Coursera platform: <https://www.coursera.org/> 3. E-International Relations: <https://www.e-ir.info/> | | | | | | |

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| **Academic**  **course policy** | | The academic policy of the course is determined by [the Academic Policy](https://univer.kaznu.kz/Content/instructions/%D0%90%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0.pdf) and [the Policy of Academic Integrity of Al-Farabi Kazakh National University .](https://univer.kaznu.kz/Content/instructions/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%20%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B9%20%D1%87%D0%B5%D1%81%D1%82%D0%BD%D0%BE%D1%81%D1%82%D0%B8.pdf)  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 andassignments.  **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.  **Аcademic 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"](https://univer.kaznu.kz/Content/instructions/%D0%9F%D1%80%D0%B0%D0%B2%D0%B8%D0%BB%D0%B0%20%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%B8%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%9B%D0%AD%D0%A1%202022-2023%20%D1%83%D1%87%D0%B3%D0%BE%D0%B4%20%D1%80%D1%83%D1%81%D1%8F%D0%B7%D1%8B%D0%BA%D0%B5.pdf) , ["Instructions for the final control of the autumn / spring semester of the current academic year"](https://univer.kaznu.kz/Content/instructions/%D0%98%D0%BD%D1%81%D1%82%D1%80%D1%83%D0%BA%D1%86%D0%B8%D1%8F%20%D0%B4%D0%BB%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%B2%D0%B5%D1%81%D0%B5%D0%BD%D0%BD%D0%B5%D0%B3%D0%BE%20%D1%81%D0%B5%D0%BC%D0%B5%D1%81%D1%82%D1%80%D0%B0%202022-2023.pdf) , "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  **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. | | | | |
| **INFORMATION 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.  **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, 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, 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. | |
| A | 4.0 \_ | | 95-100 | Great |
| A- | 3.67 | | 90-94 |
| B+ | 3.33 | | 85-89 | Fine |
| B | 3.0 | | 80-84 | **Formative and summative assessment**  The teacher introduces his own types of assessment or uses the proposed option | **Points % content**  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.** | | | | | | |

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| **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** | 4 | 9 |
| **2** | **LECTURE 2: The concept of culture** | 4 | 9 |
| **IWST 1 Consultation on the implementation of IWS 1** | **2** |  |
| **3** | **LECTURE 3: The concept of communication** | 4 | 9 |
| **4** | **LECTURE 4: Psychological aspects of communication** | 4 | 9 |
| **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 |
| **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 |
| **IWST 3. Consultations on the implementation of** **IWS 2** | 1 |  |
| **7** | **LECTURE 7: Non-verbal communication channels: Proxemics and kinesics** | 4 | 9 |
| **IWS 2.** Midterm control assignments | 30 | 20 |
| **Midterm control 1** | | | **100** |
| **8** | **LECTURE 8: Non-verbal communication: Kinesics** | 4 | 7 |
| **IWST 4. Consultations on the implementation of** **IWS 3** | 1 |  |
| **9** | **LECTURE 9: Stereotypes and prejudices in intercultural communication** | 4 | 8 |
| **10** | **LECTURE 10: Intercultural communication and intercultural conflict** | 4 | 8 |
| **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 |
| **IWST 5. Colloquium: week 1-10** | 1 |  |
| **12** | **LECTURE 12: Intercultural communication in business and professional environments** | 4 | 8 |
| **13** | **LECTURE 13: Globalization and its impact on intercultural communication** | 4 | 8 |
| **IWST 5. Consultation on the implementation** **of IWS 4.** | 1 |  |
| **14** | **LECTURE 14: Intercultural communication in educational settings** | 4 | 8 |
| **15** | **LECTURE 15: Ethical considerations in intercultural communication** | 4 | 8 |
| **IWS 4.** **Conducting final term assessment** | 30 | 20 |
| **Midterm control 2** | | | **100** |
| **Final control (exam)** | | | **100** |
| **TOTAL for course** | | | **100** |

**Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Delovarova L.F.**

**Chair of the Academic Committee**

**on the Quality of Teaching and Learning\_\_\_\_\_\_\_\_ Yerimpasheva A.T.**

**Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Murzagaliyeva M.K.**

**Lecturer \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assan K.A.**

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT**

**CRITERIA EVALUATION OF LEARNING OUTCOMES**  

**Final Project: Analyzing and Solving Intercultural Communication Challenges**

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| --- | --- | --- | --- | --- |
| **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 limited analysis or poor structure. | 0-59% Poor report, disorganized or incomplete analysis. |

**Written Assignments: Analysis of Intercultural Communication Concepts**

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| --- | --- | --- | --- | --- |
| **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. |