

SYLLABUS

Linguistic Negotiation and Mediation

1. Information on academic programme

1.1. University	„1 Decembrie 1918”
1.2. Faculty	Faculty of History and Philology
1.3. Department	Department of Philology
1.4. Field of Study	Philology
1.5. Cycle of Study	Master
1.6. Academic programme / Qualification	English and Englishes in the Global Age

2. Information of Course Matter

2.1. Course	<i>Linguistic negotiation and mediation</i>			2.2. Code	MEE522		
2.3. Course Leader	Teodora Iordachescu						
2.4. Seminar Tutor	Teodora Iordachescu						
2.4.1. Laboratory Tutor							
2.5. Academic Year	II	2.6. Semester	4	2.7. Type of Evaluation (E – final exam/ CE - colloquy examination / CA -continuous assessment)	E	2.8. Type of course (C– Compulsory, Op – optional, F - Facultative)	Op

3. Course Structure (Weekly number of hours)

3.1. Weekly number of hours	4	3.2. course	2	3.3. seminar, laboratory	2
3.4. Total number of hours in the curriculum	56	3.5. course	14	3.6. seminar, laboratory	42
Allocation of time:					Hours
Individual study of readers					169
Documentation (library)					50
Home assignments, Essays, Portfolios					50
Tutorials					64
Assessment (examinations)					3
Other activities.....					2

3.7 Total number of hours for individual study	169
3.8 Total number of hours in the curriculum	56
3.9 Total number of hours per semester	225
3.10 Number of ECTS	9

3. Prerequisites (where applicable)

4.1. curriculum-based	
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4.2. competence-based	
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4. Requisites (*where applicable*)

5.1. course-related	Computer room, video projector, internet access
5.2. seminar/laboratory-based	Computer room, video projector, internet access

5. Specific competences to be acquired (chosen by the course leader from the programme general competences grid)

Professional competences	<p>C4 The proper use of the conceptual and methodologic apparatus of the humanist sciences for the cross-disciplinary investigation of the cultural events and situations</p> <p>C4.1 The description of the research methods specific to the cross-disciplinary investigation of the cultural events and situations</p> <p>C4.2 The explanation in a pluridisciplinary context of the complex cultural phenomena</p> <p>C4.3 Applying the optimum method for the study of a complex cultural phenomenon and the argumentation of the choice</p> <p>C4.5 Elaborating a cross-disciplinary study with an opening to other humanist sciences and the argumentation of the research method</p> <p>SP4 Presenting a complex cultural event or situation from a pluri-disciplinary perspective using the concepts and the methods of the humanist sciences</p>
Transversal competences	<p>STP1 Elaborarea unui studiu de caz în vederea soluționării unei situații–problemă cu grad ridicat de complexitate, în condiții date și în limită de timp, cu respectarea deontologiei profesionale</p>

6. Course objectives (as per the programme specific competences grid)

7.1 General objectives of the course	<p>This course is designed to provide students with a theoretical understanding of intercultural communication, drawing on students' own reflections and evaluations of their own intercultural experiences. The course will focus on applications of intercultural competence to professional practice and pedagogic settings.</p>
7.2 Specific objectives of the course	<ol style="list-style-type: none"> 1. Introduce students to concepts, theories, principles and skills for understanding communication between persons from different cultural backgrounds and in different cultural contexts, 2. Provide students with an opportunity to reflect on how cultural context influences identity construction and negotiation in intercultural communication 3. Explore the features of effective communication with people from different cultural backgrounds and in diverse contexts, in the broad framework of “native” and “other” cultures, as well in the more fluid and dynamic contexts of intercultural communication, 4. Help students to explore the relationship between

	professional practice, teaching/ training and intercultural communication through concepts such as intercultural communicative competence, cultural awareness and intercultural awareness.
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7. Course contents

8.1 Course (learning units)	Teaching methods	Remarks
<p>C1. Communication and applied linguistics C2. Culture, communication, context and power C3. Language, identity and intercultural communication C4. Interculturality and intercultural pragmatics C5. Conceptualizing intercultural (communicative) competence and intercultural citizenship C6. Intercultural rhetoric and intercultural communication C7. Nonverbal communication: the messages of emotion, action, space, and silence C8. Speech acts, facework and politeness: relationship-building across cultures C9. Gender, language, identity, and intercultural communication C10. Cultural identity, representation and othering C11. Other language learning, identity and intercultural communication in contexts of conflict C12. Intercultural contact, hybridity, and third space C13. Beyond cultural categories: communication, adaptation and transformation C14. Acculturating intergroup vitalities, accommodation and contact</p>	<p><i>Lecture (powerpoint presentation), class discussion, debate, individual project, laboratory experiments</i></p>	<p>Baker, W. (2015). Culture and identity through English as a lingua franca: rethinking concepts and goals in intercultural communication Berlin: De Gruyter Mouton. Byram, M. (1997). Teaching and assessing intercultural communicative competence. Clevedon: Multilingual Matters. Hall, S. & Du Gay, P. (1996) (eds.) Questions of cultural identity. London : Sage Publications Holliday, A., Hyde, M., & Kullman, J. (2010). Intercultural Communication (2nd ed.). London: Routledge. Hua, Z. (2014). Exploring intercultural communication: language in action Abingdon: Routledge. Kramsch, C. (1998). Language and culture. Oxford: Oxford University Press. Risager, K. (2007). Language and culture pedagogy. Clevedon Multilingual Matters. Scollon, R., Scollon, S. B. K., & Jones, R. H. (2012). Intercultural communication: a discourse approach (3rd ed.). Chichester: Wiley-Blackwell.</p>

8.2 Bibliography

1. Baker, W. (2015). Culture and identity through English as a lingua franca: rethinking concepts and goals in intercultural communication Berlin: De Gruyter Mouton.

Byram, M. (1997). Teaching and assessing intercultural communicative competence. Clevedon: Multilingual Matters.

Hall, S. & Du Gay, P. (1996) (eds.) Questions of cultural identity. London : Sage Publications

Holliday, A., Hyde, M., & Kullman, J. (2010). Intercultural Communication (2nd ed.). London: Routledge.

Hua, Z. (2014). Exploring intercultural communication: language in action Abingdon: Routledge.

Kramsch, C. (1998). Language and culture. Oxford: Oxford University Press.

Risager, K. (2007). Language and culture pedagogy. Clevedon Multilingual Matters.

Scollon, R., Scollon, S. B. K., & Jones, R. H. (2012). Intercultural communication: a discourse approach (3rd ed.). Chichester: Wiley-Blackwell.

Seminars + laboratories	Teaching methods	Remarks
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<p>S.1 Language: an essential component of intercultural communicative competence</p> <p>S.2 The intercultural speaker and the acquisition of intercultural/global competence</p> <p>S.3 World Englishes, intercultural communication and requisite competences</p> <p>S.4 An intercultural approach to second language education and citizenship</p> <p>S.5 Critical language and intercultural communication pedagogy</p> <p>S.6 Multiple strategies for assessing intercultural communicative competence</p> <p>S.7 The English as a foreign or international language classroom</p> <p>S. 8 Business and management education</p> <p>S.9 Professional and workplace settings</p> <p>S.10 Translation, interpreting and intercultural communication</p> <p>S.11 Understanding intercultural conflict competence</p> <p>S.12 Interactional Sociolinguistics: Perspectives on Intercultural Communication</p> <p>S.13 Postmodernism and Intercultural Discourse: World Englishes</p> <p>S.14 Critical Approaches to Intercultural Discourse and Communication</p>	<p><i>Lecture (powerpoint presentation), class discussion, debate, individual project, laboratory experiments</i></p>	
<p>References</p> <p>Baker, W. (2015). Culture and identity through English as a lingua franca: rethinking concepts and goals in intercultural communication Berlin: De Gruyter Mouton.</p> <p>Byram, M. (1997). Teaching and assessing intercultural communicative competence. Clevedon: Multilingual Matters.</p> <p>Hall, S. & Du Gay, P. (1996) (eds.) Questions of cultural identity. London : Sage Publications</p>		

Holliday, A., Hyde, M., & Kullman, J. (2010). *Intercultural Communication* (2nd ed.). London: Routledge.

Hua, Z. (2014). *Exploring intercultural communication: language in action* Abingdon: Routledge.

Kramsch, C. (1998). *Language and culture*. Oxford: Oxford University Press.

Risager, K. (2007). *Language and culture pedagogy*. Clevedon Multilingual Matters.

Scollon, R., Scollon, S. B. K., & Jones, R. H. (2012). *Intercultural communication: a discourse approach* (3rd ed.). Chichester: Wiley-Blackwell.

1. Corroboration of course contents with the expectations of the epistemic community’s significant representatives, professional associations and employers in the field of the academic programme

The content of the subject matter was analysed in the monitoring and assessment board of the MA programme. The board consists of representatives of employers and professional associations if the field.

2. Assessment

Activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.4 Course	Completing during the semester a research project on the improvement of the linguistic and communicational students’ competence	Written	40%
	The presentation of the research project	Oral	20%
10.5 Seminar/laboratory	The presentation of the research stages during the seminary and their analyse by the teacher	Written Practice (portfolio)	20% 20%
10.6 Minimum performance standard:			
<ul style="list-style-type: none"> • Pass, average grade 5 • 			
<i>Proving competences in:</i> <ul style="list-style-type: none"> • exploring the relationship between professional practice, teaching/ training and intercultural communication through concepts such as intercultural communicative competence, cultural awareness and intercultural awareness 			

Submission date

01.10.2019

Course leader signature

Teodora Iordachescu, PhD

Seminar tutor signature

Date of approval by Department members

Department director signature
Senior Lecturer **Gabriel Bărbuleț**, Ph.D