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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **English language and literature** | | |
| Study Module (if applicable) | | | |  | | |
| Course title | | | | Intercultural communicative competence | | |
| Level of study | | | | X Bachelor ☐ Master’s ☐ Doctoral | | |
| Type of course | | | | ☐ Obligatory X Elective | | |
| Semester | | | | X Autumn ☐Spring | | |
| Year of study | | | | third | | |
| Number of ECTS allocated | | | | 3 | | |
| Name of lecturer/lecturers | | | | Nina Lazarevic, Ljiljana Markovic | | |
| Teaching mode | | | | X Lectures X Group tutorials ☐ Individual tutorials  ☐Laboratory work ☐ Project work ☐ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| Students should get acquainted with the theoretical models of intercultural competence, raise their awareness about intercultural communication and the different factors that influence it and understand how much of what is taken for granted in communication is, in fact, culturally determined. Students will explore how language devices at the levels of grammar, vocabulary, idiomatic expressions and pragmatic usage can, explicitly or implicitly, carry socio-culturally loaded meanings. Therefore, students develop practical skills for studying how culture is expressed in language, and how culture influences communication in authentic communicative situations, in order to develop intercultural communication skills and a socio-linguistic perspective of culture, as well as positive attitudes towards different cultures, including your own. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| Simulation games  Defining culture and Cultural universals.  Issues of Identity  Cultural models (Hall, Trompenaars and Hampden-Turner, Hofstede)  How issues of identity are seen in different media (comics, books, newspapers)?  Social structure and culture (status/ solidarity, gender, race, age) Attitudes and identity, subcultures  Applying models of culture  Cultural stereotypes, prejudice, discrimination.  Humour  Bennett’s model of intercultural diversity  Gender & language  Fighting ethnocentricity, CEF project, plurilingualism  Seminar discussion of presentation drafts  ICC in teaching material | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| ☐Serbian (complete course) X English (complete course) ☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  ☐Serbian with English mentoring ☐Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | | **Final exam** | | | **points** |
| **Activity during lectures** | **5** | | **Written examination** | | | **35** |
| **Journal entries** | **30** | | **Oral examination** | | | **30** |
| **Teaching colloquia** |  | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |