610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP
(2019-2023)

SYLLABUS
OF THE UPDATED COURSE

THEORY OF LINGUISTIC COMMUNICATION (MA LEVEL)

Prepared by the MultiEd team

Summary of a new course under the MultiEd Project # 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP	
Theory of Linguistic Communication, MA	
Horlivka Institute for Foreign Languages SHEI Donbas State Pedagogical University	
Master/bachelor level	Master's level (graduate)
Branch of knowledge	014 Secondary Education
Specialization	014.021 Language and Literature (English Language and Another Western European Language)
Qualifications	Teacher of English, Foreign Literature, and Another Western European Language
Form of education	Full time
Status of the discipline	Compulsory course
Course prerequisites	English level B2 or higher
Semester of the course	2
Course Volume	4 ECTS, 120 hours: 36 hours of class work (18 hours of lectures and 18 hours of workshops) 84 hours of self-study and consultations
Form of final control	Credit (passed if A, B, C, D, or E; failed if F)
Course language	English
Developers	Zharikova, Marina, Candidate of Philological Sciences, Associate Professor, Horlivka Institute for Foreign Languages SHEI DSPU
Brief Course Description (up to 2,000 symbols)	

Speech communicative activity in real situations of human communication becomes the subject of study of the academic interlinguistic course "Theory of Linguistic Communication", which deals with the processes of creation, transmission and interpretation of messages (texts) by means of language; speech interaction of people as an exchange of information of a cognitive or phatic (contact-establishing, evaluative) nature. At the core of the academic course is pragmatics as the most important direction in functional linguistics.

The content of the course is aimed at developing the skills and abilities to analyze language units as communication units, which allows the correct use of language tools in certain social and cultural situations; contributes to the study by students of higher education of certain concepts of socio- and ethnolinguistics, in particular, types of verbal and non-verbal communication, the system of intentions of the speaker (interpersonal and extrapersonal), social, psychological and role positions of communicators, etc. Special attention is focused on "ethnography of speech".

The course is the main component in the system of training of a modern teacher in higher education, as it integrates and updates the knowledge acquired by higher education students while studying specific professional linguistic disciplines.

Methodologically, the professor will conduct the course through lecture presentations and practical training. The students are required to attend classes, read and discuss learning materials, do research, do workshop assignments, engage in peer reviewing, and successfully complete the progress tasks and the module task. The students are expected to work individually, in small groups, and in class discussions.

New Components (the course is new)

   A. Key Terms and Notions
   B. Course Aim

C. Competences
D. Learning Outcomes
E. Assessment and Feedback in the Course
F. Final Assessment
G. Assessment Criteria
H. Course Quality Control
I. Course Layout and Number of Modules
J. Course Topics
K. Teaching and Learning Methods
L. Literature and References

A. Key Terms and Notions

Communicative context, communicative personality, communicative deviation, verbal (non-verbal) communication, strategies and tactics of communicative behaviour, pragmatics, paralinguistics, frames, discourse, intertextuality, linguoculture, text categories, cooperative principles (Gricean maxims).

B. Course Aim

The aim of the course is to provide a general idea of the direction of modern linguistics, aimed at studying the laws, components and factors of human communicative activity, which is realized by means of using natural language.

C. Competences

General competences	The ability to work and act on the basis of ethical considerations in a team and autonomously, through communication and interaction with representatives of professional groups of different levels. The capability to make effective decisions in professional activities and to act responsibly, motivating people to achieve a common goal. The ability to generate new ideas as well as identify and solve problems. The abilities to learn and acquire knowledge; analyse, systematise and evaluate educational and professional activities. The capability to apply knowledge to practical situations, following the rules of academic integrity; the ability to adapt to and act in a new situation. The ability to communicate information and ideas in Ukrainian (the native language) both orally and in writing. The ability to communicate information and ideas in English. Skills in using information and communication technologies in educational and professional activities. The ability to apply soft skills in professional activities. Knowledge of the subject area and understanding of the profession. The ability to evaluate and maintain quality of the work produced.
Specific competences	The ability to operate with key concepts of professional disciplines and understand objective trends in the development of modern philology, pedagogy and psychology; The ability to demonstrate language and speech competences sufficient to ensure successful communication in professional and public activities, operate with lexical and grammatical aspects, effective means of creating a complete oral and written text, the ability to make professional oral presentations. The ability to use basic knowledge of theoretical foundations, methodological principles, practical application and interdisciplinary connections of modern linguistics, pedagogy and psychology. The capability to model an innovative educational environment and construct the content, forms, methods and means of teaching the Ukrainian language and literature, psychology in secondary and higher education, in institutions for professional development and retraining of specialists. The ability to realize a sufficient level of language and speech competences based on the

	theory and practice of discourse analysis. The capability to apply language tools and speech patterns in different discourse types, in professional particularly. The ability to understand the national and sociocultural specifics of the speech behavior of speakers of different languages and to make effective communicative contacts. The ability to choose effective strategies for solving communicative tasks.
D. Learning Outcomes	
LA 1	To be aware of the organization and implementation of educational activities based on a holistic and systematic scientific outlook using knowledge in the field of philosophy of education; analyze, evaluate and apply modern scientific achievements in the field of linguistics, literary studies, psychological science, methods of teaching English language and literature; methods of teaching psychology.
LA 2	To plan and organize personal and professional development, to implement professional activity, effective psychological and pedagogical strategies for human existence in society in the conditions of the modern globalized sociocultural environment.
LA 3	To be aware of the models of the world, nature, cause-and-effect patterns of the development of society and connections of different cultures; to assimilate and implement in teaching activities the acquired cultural experience, a respectful attitude to different cultures, religions, the rights of peoples and people, and to the idea of preserving peace and a tolerant existence.
LA 4	To organize professional activities based on the principles of tolerance and humanity, in the context of modern multiculturalism, based on universal human values and critical assessment of socio-political, economic events and phenomena.
LA 5	To carry out independent search, processing, systematization, contextualization and interpretation of general scientific information from various sources; generate new ideas for solving practical professional tasks, in particular in interdisciplinary fields.
LA 6	To freely navigate information and Internet sources, use library funds in professional activities, be critical of received information, realize the value of a subjective position in the information space, master computer and information culture.
LA 7	To carry out productive activities in a professional group in compliance with ethical norms of professional activity, plan the educational process, foresee its main indicators based on modern theoretical and methodological knowledge in the field of pedagogy and psychology.
LA 8	To demonstrate a level of language and speech competence sufficient to ensure successful communication in professional and public activities, operate with lexical, grammatical aspects, stylistic features of the English (Ukrainian) language, effective means of creating a complete oral and written text, implement professional oral presentations with further discussion.
LA 9	To effectively use basic knowledge of theoretical principles, methodological principles, practical application and interdisciplinary connections of modern pedagogical science, linguistics and literary studies, psychology.
LA 10	To understand cultural traditions and linguistic features of speech and non-speech behavior of speakers of different languages.
LA 11	To demonstrate a sufficient level of language and speech competence based on the theory and practice of discourse analysis, use language means and speech structures in

	various types of discourse, in particular, professional.
LA 12	To understand the national and sociocultural specifics of speech behavior of speakers of different languages and make effective communicative contacts, use effective strategies to solve communicative tasks.

E. Assessment and Feedback in the Course

The teacher's and peer feedback is given orally and regularly to evaluate the work done during lectures and workshops. The teacher's feedback to written papers is given in writing. The progress control involves assessment of workshop tasks on various aspects of the course, including independent work assignments. The control is performed as a system of evaluating professionally specific competences of the students in the forms of four progress checkpoints and 2 module tasks. The first content module ends with two checkpoints and the module task; the second content module ends with two checkpoints and the module task which are aimed at assessing the students' professional and pedagogical competence achieved in the course.

F. Final Assessment

The form of the final assessment is a differentiated credit. The assessment grade consists of the sum of points for the four progress checkpoints (15 points at most for each) and the module task (20 points at most for each) during the semester. If the accumulated points are less than 60 during the course, the student shall have to take the credit additionally in a speaking form to answer theoretical questions and provide examples.

G. Assessment Criteria

100-90 points, A	Thorough and deep knowledge of the material in a required amount; the ability to do practical tasks entailed by the curriculum completely, proficiently, and productively; showing creativity in understanding and using the acquired knowledge and skills.
89-82 points, B	Thorough and systematic knowledge of the course aspects, with successful completion of practical tasks and the ability to replenish and update knowledge independently. There are only minor errors in the student's oral answers or written work.
81-75 points, C	Systematic knowledge of the course aspects, with completion of practical tasks and the ability to replenish and update knowledge independently. However, there are inaccuracies in the student's oral answers or written work.
74-67 points, D	Basic knowledge of the educational material in the amount sufficient for further study and future professional activities; basic awareness of the course aspects and just satisfactory performance of the course tasks; there are obvious errors in doing practical tasks, but the student can eliminate them with the teacher's help.
66-60 points, E	Basic knowledge of the educational material in the amount sufficient for further study and future professional activities; narrow awareness of the course aspects and just satisfactory performance of the course tasks; there are significant errors in doing practical tasks, and the student can eliminate them only with the teacher's help.
59-0 points, F	The student's answers and performance of tasks in the course are superficial, fragmentary, or absent, and the student has only a vague idea, if any, about the course aspects.

H. Course Quality Control

1. Syllabus feedback from internal and external (peer-)reviewers.

| 2. Feedback from enrolled students. |
| 3. The students' performance in the course. |

I. Course Layout and Number of Modules				
Topic	**Total hours**	**Lecture hours**	**Work-shop hours**	**Indivi-dual work hours**
Content Module 1. Communicative situation and its components				
Topic 1. Types and models of communication. Context and its types. Speech situation. Addresser and addressee. Non-verbal communication.	16	2	4	10
Topic 2. Linguistic approach to communication.	16	4	2	10
Topic 3. National specificity of speech communication.	14	2	2	10
Total of Content Module 1	**46**	**8**	**8**	**30**
Content Module 2. Contact				
Topic 1. Referent.	14	2	2	10
Topic 2. Linguoethology.	14	2	2	10
Topic 3. Strategies and tactics of speech influence.	14	2	2	10
Topic 4. Gricean cooperative principles.	14	2	2	10
Topic 5. Text and discourse. The essence and nature of communicative deviations.	18	2	2	14
Total of Content Module 2	74	10	10	54
Total course hours	**120**	**18**	**18**	**84**

J. Course Topics

1. The concept of communication.
2. Types of communication. Communication models.
3. Types of pragmatic context. Language (communicative) situation and its parameters.
4. Language and communicative personality. Communicative role positions of "linguistic personality".
5. Social, gender and psychological role of language personality.
6. Knowledge and representation as elements of the "content" of consciousness. Types of knowledge.
7. Cognitive linguistics. Concept as a cognitive structure.
8. Frame and its types. Framing and reframing.
9. Culture and language. Language and conceptual pictures of the world.
10. Mythological linguistic units. Standards and stereotypes. Precedent phenomena. Ethnic attitudes.
11. Nominative (propositional) and communicative (intentional) content of the statement.
12. Concept of reference situation. Types of reference. Typology of the representation of the referent.
13. Means of indirect expression of intention. The concept of phatic communication.
14. Linguistic behavior as an object of linguoethology.
15. Theory of speech acts. Utterances and sentences.
16. Language step, language cycle and language event (discourse) as units of language behavior and communication.

17. Concept of persuasive discourse. Strategies and tactics of persuasive discourse. Postulates of courtesy.
18. The maxim of quantity. The maxim of quality. The maxim of relevance. The maxim of manner of language behavior.
19. The essence and nature of communicative deviations. Typology of communicative deviations.

K. Teaching and Learning Methods

The methods employed in the course are those of explanation, illustration, observation, search, analysis, synthesis, induction, deduction, research, review, evaluation, and presentation.

L. Literature and References

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