WP. 2. MODERNIZING LITERATURE AND CULTURAL STUDIES

COURSE PROFILE

Course Title: Intercultural Communication and Translation
Type of Course: Obligatory – Elective

Title of the module (to which the course belongs): MA in Teaching English as a Foreign Language and Translation

Explain relation between workload and ECTS credits:
ECTS = 8
Workload in No. of classes:
Theory = 45; Practice = 45;
Total = 90

Number of course participants: 30

Lecturer:
Name: Jasmina Djordjevic, PhD
Location: Novi Sad, Serbia
Office: +381 21 4727884
Tel/email: djordjevic.jasmina@gmail.com

Learning Outcomes:
Students are enabled to communicate in all the media of communication, they have the skill to implement cultural diversity (based on the elements of culture representative of different people) and to integrate cultural elements into the EFL teaching process and the translation process as applied in the area of international communication, diplomacy, legal regulations, business contents and other forms of correspondence.

Recommended literature:
Djordjevic, J. (2009) Translation in Practice – Written and Consecutive. Faculty of Law and Business Studies Novi Sad, Novi Sad: Prometej

NARRATIVE REPORT BY THE LECTURER

Please describe how you are going to put into practice (in the course development implementation) the following:

CONTENT (please describe changes introduced to the course/ syllabi description in comparison to the original; describe topics and assignments for each session)

This course is a newly introduced one and part of the MA curriculum being implemented at the Higher Education Institution “Faculty of Law and Business Studies, Novi Sad”, Serbia. It started in November 2010 and the course Intercultural Communication and Translation is being taught in the second semester (Jan-June 2011).

Originally, the students were expected to prepare for the exam in the sense that they read the material, come to the exam and deliver the acquired knowledge by just answering questions. However, with the objective of modernising the course and implementing the aspect of applicable skills and knowledge, the students are now asked to choose a topic from the entire corpus of lectures, conduct a theoretical or theoretical and empirical research, write and article and prepare a presentation which they shall present in the oral exam. The oral exam is thus turned into the simulation of a real conference where the students have a 15-minute slot to present their research.

As far as the content of the course is concerned, it has not changed much from the original concept apart from the fact that the students are now expected to do extra reading and research so as to successfully conduct their research.
Theoretical part:
Types of intercultural communication and the techniques for their successful realisation; rules, norms and standards for the successful integration of intercultural characteristics into the EFL process (tolerance among ethnical minorities, different religious groups and other culturally different communities) and their integration into contemporary teaching forms; translation within international business cooperation, diplomacy, cultural exchange and similar aspects for successful intercultural communication.

Practical part:
Practical application of theoretical contents as based on projects and simulations (newly introduced); the development of skills necessary for the identification of cultural diversity within the work group (EFL classroom, work organisation, etc.), acknowledging cultural diversity within a given group, implementation of intercultural skills in a multicultural group or community and their further development. Term papers (now in the form of a conference paper) and preparation of Master thesis if the student decides to take this course as their primary research area.

**TEACHING AND ASSESSMENT METHODOLOGY** (please describe the changes you have introduced)

The original assessment methodology for the entire curriculum was based on the same model with a 40/60 ratio, whereby 40 pts are predicted for the final exam and 60 for the pre-exam obligations. However, the distribution has now been changed in favour of the oral exam. Individual courses follow their own distribution of points within the suggested ratio, meaning that 60 pts are now intended for the final exam (30 pts for preparation of research and 30 pts for the presentation) and 40 for the pre-exam obligations whereby the tests cover the theoretical aspect of the course. Thus the assessment model for the course Intercultural Communication and Translation is now as follows:

- Active participation: 5
- Practical work: 5
- Tests: 15+15 (theory)
- Term paper (preparation of research and presentation): 30
- Final exam (oral presentation of research): 30