Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
NAMED AFTER PATRICE LUMUMBA
(RUDN UNIVERSITY)
FACULTY OF PHILOLOGY

COURSE SYLLABUS

MULTIMODAL COMMUNICATION

Recommended by the Didactic Council for the Education Field of:

45.04.01 Philology

The course instruction is implemented within the professional education programme of higher education:

"Language and Culture: Theory and Practice" (in English)

2024

# 1. COURSE GOAL:

The main goal of the course is to introduce students to key concepts and theories of semantics and semiotics, to get the students to know communicative situations and communicative acts and their semiotic functions. The course involves an integrative approach to the studies of sign systems of various origins and nature.

# 2. REQUIREMENTS FOR LEARNING OUTCOMES

The process of studying discipline "Multimodal communication" is aimed to form the following competences:

Table 2.1. List of competencies that students acquire in the course of mastering the discipline:

| Competence Code | Competence descriptor | Competence formation indicators (within this course) |
|---|---|---|
| UC-3 | Able to organize and manage the work of a team, developing a team strategy to achieve a set goal. | UC-3.4 Shares information, knowledge and experience with team members; |
| UC-7 | Able to search for the necessary sources of information and data, perceive, analyze, memorize and transmit information using digital means, as well as using algorithms when working with data obtained from various sources in order to effectively use the information received to solve problems; Able to assess information, its reliability, come to logical conclusions basing on incoming information and data. | UC-7.1. Searches for the necessary sources of information and data, perceives, analyzes, memorizes and transmits information using digital means, as well as using algorithms when working with data received from various sources in order to effectively use the information received to solve problems; UC-7.2. Evaluates information, its reliability, draws logical conclusions based on incoming information and data. |
| GPC-2 | Able to use in professional ( including pedagogical) activities knowledge of the modern scientific paradigm in the field of philology and the dynamics of its development, the system of methodological principles and methodological techniques of philological research. | GPC-2.2. Possesses the skills of reading and interpreting scientific works in the chosen field of philology. |
| PC-2 | Has the skills of independent research of the language system in synchronic and diachronic aspects; studying oral, written and virtual communication with the presentation of reasoned conclusions | PC-2.1. Able to solve research problems in the field of synchronous analysis of the language system, speech and acts of communication. PC-2.2. Knows how to solve research problems in the field of diachronic analysis of the language system, the development of speech genres and the evolution of the communicative environment. |

# 3. COURSE IN THE EDUCATIONAL PROGRAMME STRUCTURE:

The course is one of the core disciplines of Block 1 from the academic curriculum.

As part of the Educational Programme, students also master other disciplines and / or practices that

contribute to the achievement of the planned results of mastering the discipline "Multimodal communication".

*Table № 3.1. List of the Educational Programme components contributing to the achievement of the planned results of mastering the discipline*

| Code | Previous disciplines / modules, practice | Subsequent disciplines / modules, practice |
|------|------------------------------------------|--------------------------------------------|
| **GC-3** | Theory and History of Linguistics | Research Work<br>Pedagogical Training |
| **GC-7** | Information technologies | Methods of Linguistic Analysis<br>Sourcing and Referencing |
| GPC-2 | Philology in the System of Modern Humanities, Theory and History of Linguistics, General Linguistics | Discourse Analysis<br>Comparative and Typological Linguistics<br>Research Work<br>Scientific and Research Training |
| PC-2 | General linguistics<br>Theory of intercultural communication | Contrastive linguistics, Comparative and historical linguistics, Linguistics pragmatics, theory of politeness, Research Work, Scientific and Research Training |

## 4. COURSE WORKLOAD AND TYPES OF ACADEMIC ACTIVITIES

The total course workload is 5 credits.

**Table 4.1 Types of academic activities** *by periods of the Academic Programme mastering for **full-time** education*

| Kind of Training | | Total | Semesters |
|------------------|---|-------|-----------|
| | | | 3 |
| *Classroom-based studies, academic hours* | | 16 | 16 |
| *including*: | | | |
| Lectures (L) | | 18 | 18 |
| laboratory work  (LW) | | | |
| practical work  (PW)/ seminars (S) | | 36 | 36 |
| Self-studies, *academic hours* | | 108 | 108 |
| Control, *academic hours* | | 18 | 18 |
| Total | *academic hours* | 180 | 180 |
| | *credits* | 5 | 5 |

## 5. COURSE CONTENT

*5.1. Content of the discipline by the type of educational work:*

| Title of course unit | Content of the course unit | Type of academic activities |
|----------------------|----------------------------|----------------------------|
| Basics of linguistic semiotics | Semiotic world view and its reflection in language. Semiology. Semiosis.  Symbol as a sign. | L, S |
| Language as a sign system | Features and principles of linguistic sign. Signified and | L, S |

| | signifier / Signatum and signum**.** Types of linguistic signs**:** icons, indexes, symbols. Sign, meaning, valeur. Hierarchy of linguistic signs. | |
|---|---|---|
| Communicative situation and communicative act and their semiotic functions. | Functions of language as a sign system: K. Bühler and R. Jakobson theories. | L, S |
| Multimodal communication | Combining visual and audial information. Genres of multimodal communication. | L, S |
| Image-centricity in contemporary multimodal practices | Image-centricity, intertextuality. Relative status of image and language. | L, S |
| Cognitive semantics | Basis of semantics in conceptualization. Imagery from the metaphoric source domain | L, S |
| Semantics as a study of meaning in Language | The Meaning of Meaning Model. Semantic network. Volumetric presentation of a word as the main meaningful unit. Universal relations in the Language system | L, S |

## 8. TECHNICAL SUPPORT

It is necessary to have a computer or a laptop (with installed licensed software and the Internet) and a projector in a classroom.

*Table 6.1. Technical Support of the course*

| Type of the classroom | Classroom equipment | Specialized educational / laboratory equipment, software and materials for mastering the discipline (if necessary) |
|---|---|---|
| classroom for Lectures | A classroom for lecture-type classes, equipped with a set of specialized furniture; board (screen) and technical means of multimedia presentations. | |
| Classroom for seminars | A classroom for conducting seminar-type classes, group and individual consultations, current control and intermediate certification, equipped with a set of specialized furniture and technical means for multimedia presentations. | |
| Classroom for self-studies | A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialized furniture and computers with access to the electronic educational system. | |

## 7. EDUCATIONAL-METHODOLOGICAL AND INFORMATION SUPPORT

Books and manuals:

*Main*

1.Dictionary of Semiotics / Martin Bronwen, Ringham Felizitas. - Книга на английском языке. - London : Cassell, 2000 ; New York. - 177 p. - ISBN 0304706353 : 949.30. 3 copies

Semiotics the basics / Chandler Daniel. - 2 nd ed. ; Книга на английском языке. - London ; New York : Routledge, 2010. - 307 p. : il. - ISBN 978-0-415-36375-4 : 546.70. 3 copies

*Optional*

Jewitt, C. (Ed.). (2011).The Routledge handbook of multimodal analysis. Routledge/Taylor & Francis Group.

https://books.google.ru/books?
hl=en&lr=&id=GyrtDwAAQBAJ&oi=fnd&pg=PP1&dq=multimodal+communication&ots=dNahV
U-ZH9&sig=xLEC2yGUiHWtjE0-3kD49Bi3m0g&redir_esc=y#v=onepage&q=multimodal
%20communication&f=false

https://books.google.ru/books?
hl=en&lr=&id=GyrtDwAAQBAJ&oi=fnd&pg=PP1&dq=multimodal+communication&ots=dNahV
U-ZH9&sig=xLEC2yGUiHWtjE0-3kD49Bi3m0g&redir_esc=y#v=onepage&q=multimodal
%20communication&f=false

https://www.degruyter.com/document/doi/10.1515/cog-2016-0063/html

*Internet resources*

RUDN library online site  http://lib.rudn.ru

The Free Encyclopedia www.wikipedia.org

*Databases, search engines and reference data:*

http://www.elsevierscience.ru/products/scopus/

https://scholar.google.com/

https://www.researchgate.net/

https://publons.com/about/home/

*Educational and methodological materials for independent work of students in the development of the discipline/module\*:*

1. A course of lectures on the discipline "Multimodal communication".

2. Guidelines for the implementation of a final assignment of the discipline "Multimodal communication".

\* all educational and methodological materials for independent work of students are placed in accordance with the current procedure on the page of the discipline in TUIS!

## 8. ASSESSMENT TOOLKIT AND GRADING SYSTEM\* FOR EVALUATION OF STUDENTS' COMPETENCES

The assessment toolkit and the grading system\* to evaluate the level of competences (competences in part) formation as the discipline results are specified in the Appendix to the internship syllabus.

\* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

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