Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE LUMUMBA
RUDN University
LAW INSTITUTE

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

General Linguistics and History of Linguistic Studies (in English)

course title

Recommended by the Didactic Council for the Education Field of:

45.04.02 *Linguistics*

field of studies / speciality code and title

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

Legal Translation and Interpreting

higher education programme profile/specialisation title

2025

1. COURSE GOALS

The goal of the course is to introduce students to the theory and practice of Linguistics. The discipline covers fundamentals of theoretical knowledge, international and national panorama of the discipline. Special emphasis is laid on the interdisciplinary environment that embraces a broad linguistic context related to different systems and cultures.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course (module) General Linguistics and History of Linguistic Studies intends to train and guide students to achieve the development of following competences (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence Code	Competence descriptor	Competence formation indicators (within this course)
GC - 5	Can analyze and consider cultural diversity during cross cultural interaction.	GC 5.1 Knows culture, history, and geography of the countries whose languages are learnt as well as data perception stereotypes and ways to overcome them in the course of cross cultural interaction.
		GC 5.2 Masters comprehensive linguistic and extra linguistic tools to create a discrimination-free environment for cross cultural interaction.
PC- 2	Can conduct expert and analytical activities, linguistic and cultural mediation, and translation in the legal field	PC 2.1 Knows the specifics of cross-cultural interaction (based on a working language pair) in the legal field
		PC 2.2 Masters the strategy and tactics of cross-cultural interaction (based on a working language pair) in the legal field

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the **core**/variable/elective* component of (B1) block of the higher educational programme curriculum.

* - Underline whatever applicable.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Code	Competence	Previous courses/modules*	Subsequent courses/modules*
GC -5	Can analyze and consider cultural diversity during cross cultural interaction.	History and Methodology of Research in Linguistics (in English)	Quantitative Linguistics and IT (in English) Cross cultural communication in

			various domains (in English)
PC -2	Can conduct expert and analytical activities, linguistic and cultural mediation, and translation in the legal field	History and Methodology of Research in Linguistics (in English)	Legal English Course. Editing & Proofreading (English - other language).

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course is 3 credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (__full-time training__)*

Types of academic activities		ВСЕГО, ак.ч.	Semesters/modules			
			1	**2**	**3**	**4**
Contact academic hours		*108*				
including:						
Seminars/tutorials (**S**)		27			27	
Self-studies		*72*			*72*	
Evaluation and assessment (exam/passing/failing grade)		*9*			*9*	
Course workload	Academic hours	**108**				
	credits	**3**				

5. COURSE MODULES AND CONTENT

Table 5.1. Course modules,Themes, and Activity type

Module Title	Module Themes	Activity Type
Module 1: Introduction to Language studies	Linguistic Studies Specificity. Human language development theories. The nature of language. Interdisciplinary nature of language studies. The studies of language structures. Morphology. Syntax.	LC,S
Module 2: The Structures of language	Phonetics. The sound patterns of language. Phonology. Word formation. Morphology. Syntax. Discussion and analysis of readings.	LC,S
Module 3: Grammar. Grammar Analysis	Prescriptive and descriptive approaches to grammar studies. Syntax. Deep and surface structures. Structural ambiguity.	LC,S
Module 4: Semantic studies of language	Meaning. Semantic analysis of language structures. Lexical Relations.	LC,S
Module 5: Pragmatic aspects of Language studies	Pragmatics development. The role of context. Reference. Speech act theory. Grice Cooperative principles. Discourse analysis	LC,S
Module 6: Language and Thought	The Sapir-Whorf Hypothesis: Recent Debates. Dissociations between Language and Thought. The Computational Model of the Mind: Thought as	LC,S

	Symbol Manipulation. Discussion and analysis of readings.	
Module 7: Language Diversity	Language Acquisition. Second language acquisition. Second language learning. Acquisition and Learning. Methods of language learning. Communicative approaches. Communicative competence.	LC,S
Module 8: Language variations. Sociolinguistics	Language and regional variations. Dialectology. Bilingualism. Language planning. Language and social variations. Social dialects.	LC,S
Module 9: Language and Culture. Endangered Languages	Linguistic relativity. The Sapir-Whorf hypothesis Hegemony and Discourse. Minority languages. Language policy and revival. Discussion and analysis of readings.	LC,S

6. CLASSROOM EQUIPMENT AND TECHNICAL SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialized equipment/laboratory equipment, software and materials for course study
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Lab work	A classroom for laboratory work, individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and machinery.	List of specialised laboratory equipment, machinery, stands, etc.
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	List of specialised equipment, stands, visual posters, etc.
Computer Lab	A classroom for conducting classes, group and individual consultations, current and mid-term assessment, equipped with personal computers (in the amount of _____ pcs), a board (screen) and technical means of multimedia presentations.	List of specialised software installed on computers for mastering the discipline
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

* The premises for students' self-studies - Classroom 326.

7. RESOURCES RECOMMENDED FOR COURSE STUDY
Main readings:

1. Yule, George. (2010). The Study of Language. Cambridge, New York, Melbourn: Cambridge University Press.
2. Akmajian, Adrian. Demers, Richard. Farmer, Ann. Harnish, Robert, (2010). *Linguistics: An Introduction to Language and Communication*. Cambridge, MA: The MIT Press.
3. Halliday, Michael A. K.; Jonathan Webster (2006). *On Language and Linguistics*. Continuum International Publishing Group.
4. Pinker Steven, 2004, The Language Instinct: How the Mind Creates Language.
http://rickol.com/wp-content/uploads/2011/01/THE-LANGUAGE-INSTINCT.pdf

Additional readings:
1. Brown, E.K.; R. E. Asher, J. M. Y. Simpson (2006).Encyclopedia of language & linguistics: Volume 1. Elsevier.
2. Cambell, Lyle. "The History of Linguistics." *The Handbook of Linguistics.* Aronoff, Mark and Janie Rees-Miller (eds). Blackwell Publishing, 2002. Blackwell Reference Online. 30 November 2007
<http://www.blackwellreference.com/subscriber/tocnode?id=g9781405102520_chunk_g97814 05102 5206>
3. Chomsky, Noam (1957). *Syntactic Structures*. The Hague: Mouton.
4. Croft, William and D. Alan Cruse (2004). *Cognitive Linguistics*. Cambridge: Cambridge University Press.
5. Ferdinand De Saussure, Wade Baskin, 2011, *General Linguistics*, Columbia University Press.
6. Greenberg, Joseph (1948). "Linguistics and ethnology". *Southwestern Journal of Anthropology* **4**: 140–47.
7. "Linguist". *The American Heritage Dictionary of the English Language*. Houghton Mifflin Harcourt. 2000.
8. Newmeyer 1998, *Language Form and Language Function* (Cambridge, Massachusetts: MIT Press).
9. Nichols, Johanna (1984). "Functional Theories of Grammar". *Annual Review of Anthropology.*
10. Seuren, Pieter A. M. (1998). *Western linguistics: An historical introduction*. Wiley-blackwell. pp. 2–24.

Internet sources
1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
- RUDN Electronic Library System (RUDN ELS) http://lib.rudn.ru/MegaPro/Web
- EL "University Library Online" http://www.biblioclub.ru
- EL "Yurayt" http://www.biblio-online.ru
- EL "Student Consultant" www.studentlibrary.ru
- EL "Lan" http://e.lanbook.com/
- EL "Trinity Bridge"
International Linguistics Community Online. *www.linguistlist.org*
Linguist's Software, the world's leading source of foreign language fonts. *www.linguistsoftware.com*
Jobs for Translators, Interpreters and Linguists. *www.linguist-jobs.com*
Observations on language, literature, and other interesting phenomena. *www.asalinguist.com*
Linguistics at MIT. *http://web.mit.edu/linguistics/index.html*
Linguistic Society of America. *www.lsadc.org/*
The Center for Applied Linguistics (CAL). *www.cal.org/*

The online version of Encyclopedia of Language & Linguistics by on ScienceDirect.com. *www.sciencedirect.com/science/referenceworks/9780080448541/*

Training toolkit for self- studies to master the course *:

1. The set of lectures on the course *General Linguistics and History of Linguistic Studies*

2. The laboratory workshop (if any).on the course *General Linguistics and History of Linguistic Studies*

3. The guidelines for writing a course paper / project (if any) on the course *General Linguistics and History of Linguistic Studies*

4. ………

* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completion are specified in the Appendix to the course 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).

DEVELOPERS:

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