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

Institute of World Economy and Business

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

COURSE SYLLABUS

PRACTICE IN PROFESSIONAL COMMUNICATION (FIRST FOREIGN LANGUAGE)

(course title)

Recommended by the Didactic Council for the Education Field of:

45.04.02 «LINGUISTICS» (Master's degree)

(field of studies / specialty code and title)

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

Foreign language of professional communication and specialized translation

(higher education programme profile/specialisation title)

2025

1. COURSE GOAL

The goal of the course "Practice in professional communication (first foreign language)" is to develop foreign-language professional communicative competence, aimed at communication in conditions of interpersonal and cross-cultural professional communication with native speakers.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) "Practice in Professional Communication (first foreign language)" is aimed at the development of the following competences (competences in part):

Table 2.1. Learner competences developed during mastering the discipline

Competence code	Competence description	Competence development indicators (in the framework of this course)
GC-4	Ability to apply modern communicative technologies in the state language of the Russian Federation and foreign language(s) for academic and professional interaction	GC-4.1. Ability to interact academically and professionally, including in a foreign language
		GC-4.2. Ability to translate academic texts (essays, abstracts, reviews, articles, etc.) from or into a foreign language
		GC-4.3. Ability to apply modern communicative technologies
GPC-1	Awareness of the theoretical and empirical knowledge system about the functioning system of the studied foreign language and its development trends, a system of values specific to the culture of the countries of the studied foreign language	GPC-1.1. Ability to use values specific to the culture of the countries of the studied foreign language
		GPC-1.2. Awareness of the theoretical and empirical knowledge system about the functioning system of the studied foreign language
		GPC-1.3. Ability to use trends in the development of the foreign language system in professional activity
GPC-4	Ability to produce and understand works in the studied foreign language in oral and written forms with regard to the formal, neutral and informal	GPC-4.1. Production and understanding speech in the studied foreign language
		GPC-4.2. Awareness of oral and written forms in different spheres of communication

Competence code	Competence description	Competence development indicators (in the framework of this course)
	registers of communication	
GPC-5	Ability to perform cross-lingual and cross-cultural interaction in accordance with the conventions of speech communication in a foreign-language society, with the rules and traditions of cross-cultural professional communication with native speakers of the studied language	GPC-5.1. Ability to perform cross-lingual and cross-cultural interaction in accordance with the conventions of speech communication in a foreign-language society
		GPC-5.2. Awareness and ability to follow the rules and traditions of intercultural professional communication with native speakers of the studied language
PC-1	Ability to perform cross-cultural communication and language mediation in all forms and types, in all domains of human and social activity	PC-1.1. Ability to perform cross-cultural communication and language mediation orally in accordance with the norms of oral speech
		PC-1.2. Ability to perform cross-cultural communication and language mediation in writing in accordance with written language norms
		PC-1.3. Ability to perform cross-cultural communication and language mediation in professional activities of a person and society (awareness of the professional terminology, professional jargon and communication style in a given professional community)
		PC-1.4. Ability to perform cross-cultural communication and language mediation in business communication (awareness of the ethics of business communication in a culturally sensitive manner).
PC-3	Ability to communicate through the studied language, i.e. to transmit thoughts and exchange them in various situations in the process of interaction with other participants of communication, correctly using the system of linguistic and speech norms and choosing	PC-3.1. Ability to communicate through the studied language, communicates and exchanges thoughts in different situations in the process of interaction with other communicators.
		PC-3.2. Ability to use the system of studied language and speech norms
		PC-3.3. Ability to choose communicative behaviour which is appropriate to the authentic communication situation
		PC-3.4. Ability to choose the system of studied language and speech norms and communicative

Competence code	Competence description	Competence development indicators (in the framework of this course)
	communicative behaviour adequate to the authentic situation of communication.	behaviour to contribute to the effective achievement of the pragmatic task of communication.
PC-4	Awareness of the conventions of speech communication in a foreign-language society, rules and traditions of cross-cultural and professional communication with native speakers of the foreign language	PC-4.1. Ability to perform cross-cultural and professional communication in accordance with the conventions of speech communication in a foreign-speaking society
		PC-4.2. Ability to follow the rules and traditions of cross-cultural and professional communication with native speakers of the studied foreign language

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course "Practice in professional communication (first foreign language)" refers to the core component of B1.O.02 block of the higher educational programme curriculum.

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 "Practice in professional communication (first foreign language)".

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

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
GC-4	Ability to apply modern communicative technologies in the state language of the Russian Federation and foreign language(s) for academic and professional interaction		Practice in Professional Communication (second foreign language); Theory and Practice of Cross-Cultural Business Communication; Practicum in Culture of Professional Verbal Communication (second foreign language); Practicum in Culture of Professional Verbal Communication (first foreign language); Pedagogical Internship
GPC-1	Awareness of the theoretical and empirical knowledge		Practice in Professional Communication (second foreign language);

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
	system about the functioning system of the studied foreign language and its development trends, a system of values specific to the culture of the countries of the studied foreign language		Theory and Practice of Specialized Translation; Theory and Practice of Specialized Interpreting; Theory and Practice of Cross-Cultural Business Communication; Practicum in Culture of Professional Verbal Communication (second foreign language); Practicum in Culture of Professional Verbal Communication (first foreign language); Scientific Communication; Abstracting and Annotating of Specialized Texts; Translation analysis of specialized texts; Abstract Translation of Specialized Texts; Professional Editing of Specialized Texts; Business Document Translation
GPC-4	Ability to produce and understand works in the studied foreign language in oral and written forms with regard to the formal, neutral and informal registers of communication		Practice in Professional Communication (second foreign language); Practicum in Culture of Professional Verbal Communication (second foreign language); Practicum in Culture of Professional Verbal Communication (first foreign language); Scientific Communication; Abstracting and Annotating of Specialized Texts; Pedagogical Internship; Pre-diploma internship
GPC-5	Ability to perform cross-lingual and cross-cultural interaction in accordance with the conventions of speech		Practice in Professional Communication (second foreign language); Theory and Practice of Cross-Cultural Business Communication;

Compet ence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
	communication in a foreign-language society, with the rules and traditions of cross-cultural professional communication with native speakers of the studied language		Practicum in Culture of Professional Verbal Communication (second foreign language); Practicum in Culture of Professional Verbal Communication (first foreign language); Translation in cross-cultural context; Scientific Communication; Abstracting and Annotating of Specialized Texts; Practicum in Specialized Interpreting
PC-1	Ability to perform cross-cultural communication and language mediation in all forms and types, in all domains of human and social activity		Practice in Professional Communication (second foreign language); Theory and Practice of Specialized Translation; Theory and Practice of Specialized Interpreting; Theory and Practice of Cross-Cultural Business Communication; Practicum in Culture of Professional Verbal Communication (second foreign language); Practicum in Culture of Professional Verbal Communication (first foreign language); Scientific Communication; Abstracting and Annotating of Specialized Texts; Educational internship
PC-3	Ability to communicate through the studied language, i.e. to transmit thoughts and exchange them in various situations in the process of interaction with other participants of	Practice in Professional Communication (first foreign language);	Practice in Professional Communication (second foreign language); Practicum in Culture of Professional Verbal Communication (second foreign language); Practicum in Culture of Professional Verbal Communication (first foreign language);

Compet ence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
	communication, correctly using the system of linguistic and speech norms and choosing communicative behaviour adequate to the authentic situation of communication.		Scientific Communication; Abstracting and Annotating of Specialized Texts; Pedagogical Internship
PC-4	Awareness of the conventions of speech communication in a foreign-language society, rules and traditions of cross-cultural and professional communication with native speakers of the foreign language		Practice in Professional Communication (second foreign language); Practicum in Culture of Professional Verbal Communication (second foreign language); Practicum in Culture of Professional Verbal Communication (first foreign language); Scientific Communication; Abstracting and Annotating of Specialized Texts; Theory and Practice of Cross-Cultural Business Communication

* - to be filled in according to the competency matrix of the higher education programme

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course "Practice in professional communication (first foreign language)" is 7 credits.

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

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2	3	4
Contact academic hours		85	34	51		
Including:						
Lectures (LC)						
Lab work (LW)						
Seminars (workshops/tutorials) (S)		85	34	51		
Self-studies		149	74	75		
Evaluation and assessment (exam/pass/fail grading)		18		18		
Course workload	academic hours_	**252**	**108**	**144**		

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2	3	4
	credits	7	3	4		

*Table 4.2. Types of academic activities during the periods of higher education programme mastering (**part-time training**)**

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2	3	4
Contact academic hours						
Including:						
Lectures (LC)						
Lab work (LW)						
Seminars (workshops/tutorials) (S)						
Self-studies						
Evaluation and assessment (exam/pass/fail grading)						
Course workload	academic hours					
	credits					

*- to be filled in the case of the higher education programme part-time training

*Table 4.3. Types of academic activities during the periods of higher education programme mastering (**correspondence training**)**

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2	3	4
Contact academic hours						
Including:						
Lectures (LC)						
Lab work (LW)						
Seminars (workshops/tutorials) (S)						
Self-studies						
Evaluation and assessment (exam/pass/fail grading)						
Course workload	academic hours_					
	credits					

* - to be filled in the case of the higher education programme correspondence training mode

5. COURSE CONTENT

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Module 1. Management	Topic 1.1. Reading: "What is management?"	S
	Topic 1.2. Listening: listen to the conversation of the MBA students "What makes a good manager?"	S

Course module title	Course module contents (topics)	Academic activities types
	Topic 1.3. Speaking: Case "Selecting a Chief Operating Officer".	S
	Topic 1.4. Letter: summary; email	S
Module 2. Work and Motivation	Topic 2.1. Reading: "Theory X and Theory Y; Satisfiers and motivators"	S
	Topic 2.2. Listening: listen and discuss the ways of motivating stuff by managers "Managers and motivation"	S
	Topic 2.3. Speaking: Case "A car manufacturer"	S
	Topic 2.4. Letter: summary; email	S
Module 3. Company structure	Topic 3.1. Reading: "Wikinomics and the future of companies"; "Company structure"	S
	Topic 3.2. Listening: listen to the programme about big and small companies	S
	Topic 3.3. Speaking: Company presentation	S
	Topic 3.4. Letter: presentation plan	S
Module 4. Managing across cultures	Topic 4.1. Reading: "Managing across cultures"	S
	Topic 4.2. Listening: listen to the programme about managers, government and cultural diversity	S
	Topic 4.3. Speaking: simulation of the welcoming colleagues from the USA	S
	Topic 4.4. Letter: autobiography	S
Module 5. Recruitment	Topic 1.1. Reading: "Filling a vacancy"; "Job applications"	S
	Topic 5.2. Listening: listen to professor John Antonakis advice about the job interview	S
	Topic 5.3. Speaking: job interview simulation	S
	Topic 5.4. Letter: CV	S
Module 6. Women in business	Topic 6.1. Reading: "You're fired"	S
	Topic 6.2. Listening: listen to the interview of the author Alison Maitland about women in business	S
	Topic 6.3. Speaking: simulation on the topic "Do we need more women managers?"	S
	Topic 6.4. Letter: email	S
Module 7. The different sectors of the economy	Topic 7.1. Reading: "Another cup of tea"; "Manufacturing and services"	S
	Topic 7.2. Listening: listen to the business news	S
	Topic 7.3. Speaking: discussion on the topic "Your place in the economy"	S
	Topic 7.4. Letter: write the news form the business sphere	S

* - to be filled in only for **full** -time training: *LC - lectures; LW - lab work; S - seminars.*

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Academic activities type	Classroom equipment	Specialised educational / laboratory equipment, software and materials for course study (if necessary)
Seminar	An auditorium 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.	323 Multimedia projector Casio XJ-M250 Screen Digis Dsob-1106 340 Multimedia projector Casio XJ-F100W WScreen Digis Dsem-1105 330 Multimedia projector Casio XJ-M250 Wall Screen Digis Dsob-1106
Computer Lab	An auditorium 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.	472 Laptop Asus X751L Intel I5 1700 MHz/8 GB/1000 GB/DVD/audio (15 шт.) Multimedia projector Benq MW526 Screen 220*220 MS Windows 8.1 64bit Microsoft Office 2013 SDL Trados Studio 2015 Adobe Reader FastStone Image Viewer
Self-studies	An auditorium 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.	324 Multimedia projector Casio XJ-M250 Wall Screen Digis Dsob-1106

* The premises for students' self-studies are subject to **MANDATORY** mention

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main reading:

1.   Malyuga Elena Nikolaevna. Angliiskii yazyk dlya ehkonomistov [tekst] : Uchebnik dlya vuzov / Pod red. E.N.Malyuga. - SPb. : Piter, 2021. - 304 s. http://lib.rudn.ru/MegaPro/Web/SearchResult/ToPage/1

2.   Cotton David. Market leader [Tekst] : Upper Intermediate Business English Course Book / D. Cotton, D. Falvey, S. Kent. - 3rd Edition ; Kniga na angliiskom yazyke+CD. - England : Pearson, 2021. - 176 p. : il. - ISBN 978-1-4082-3709-0 : 3059.00. http://lib.rudn.ru/MegaPro/Web/SearchResult/ToPage/1

Additional reading:

1) Gregory Mankiw N. Principles of Economics. – South Western Pub Co, 2019.
2) Meek S., Morton J., Mark C. Schug. Economics: Concepts and Choices. – 2019.
3) Simões E., Freitas L. Taboo in Advertising. – John Benjamins Publishing Company, 2018.
4) Du Plessis E. The Advertised Mind: Ground-Breaking Insights Into How Our Brains Respond to Advertising. – Kogan Page, 2016.
5) Thomas M. Mastering People Management: Build a Successful TeamMotivate, Empower and Lead People. – Thorogood, 2018.
6) Lerner J. Schaum's Outline of Bookkeeping and Accounting. –McGraw-Hill, 2018.
7) Blythe J. Marketing (SAGE Course Companions). – Sage Publications Ltd, 2019.
8) Ross S.A., Westerfield R.W., Jaffe J. Corporate Finance. – McGraw-Hill Companies, 2022.

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"
   - ……….

2.Databases and search engines:
   - electronic foundation of legal and normative-technical documentation http://docs.cntd.ru/
   - Yandex search engine https:// www .yandex.ru/
   - Google search engine https://www.google.ru/
   - Scopus abstract database http:// www .elsevierscience.ru/ products / scopus /

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

1. Methodological instructions for preparation to practical classes in the discipline "Practice in professional communication (first foreign language)"

Active learning methods used in teaching:
- group discussions,
    In a group discussion, the group should find the solution to a problem in a given classroom. The goal is a search process that should lead to objectively known but from the students' point of view subjectively new knowledge.
    When conducting a discussion, it is necessary that the students have a clear understanding of the subject, the general framework of the discussion and the order of the discussion. When organising a discussion, the teacher should create a favourable, psychologically comfortable environment. Seat the participants in a circle. In addition, it is important to clarify the topic and question beforehand. The introductory part is built in such a way as to actualise the participants' existing knowledge, introduce the necessary information, create interest in the problem.
    There are several options for organising the introductory part of the discussion:

1. A brief preliminary discussion of the topic in small groups;

2. Introducing the topic of the conversation by asking one or two participants in advance to make an introductory problem statement that reveals the problem statement;

3. Using a brief pre-survey on the topic.

Any of the options should not take too long to allow for a quicker transition to the discussion.

There are a number of sequential steps that should be taken to conduct a discussion effectively:

1. Allocate roles-functions in the discussion group ("moderator (organiser), analyst, recorder, observer").

2. Determine the order of work when discussing a problem in discussion groups (setting the problem; arranging participants into groups, assigning roles in small groups, explaining what the expected participation of participants in the discussion is; discussing problems in small groups; presenting the results of the discussion in front of the whole team; continuing the discussion and behaviour of the results).

- training (business and role-playing) games.

Among the active forms of student training, a special place belongs to the game (educational, business, didactic), which most adequately reflects the socio-psychological characteristics of young people as an object and subject of education and upbringing and educational trainings.

Educational games help to form such important key qualifications of specialists as communicative abilities, tolerance, ability to work in a team, independence of thinking. Training games are based on the principle of imitating various situations of cognition and communication. Some fragments of the game can be used directly in the classroom: role-playing, for example, a student is offered the role of a "polemicist", asking the speaker difficult questions, or when the most prepared student is assigned to conduct a discussion of one of the issues presented in the practical training.

A business game requires following some sequential steps:

The first is to communicate the task to the participants. Each participant should have the printed text of the task (as for the playing conditions, it should be agreed in advance whether they are the same as in real life when solving similar tasks, or whether any game changes are made).

The second is the creation of teams. Teams are formed in any way, and they have the right to give themselves some names or numbers.

The third is the direct work of the teams.

Then each team prepares a short (up to 10 minutes) oral report on their approaches and methods of solving the problem and on the solution itself. The report is composed in any form. The choice of the report form is also a game result.

After hearing the reports, it is necessary to evaluate them, compare and summarise the results. This is an important part of the learning process.

There are some guidelines that organisers should follow when using the role-play method:

1. A role-play plan should be carefully developed, according to the literature for developing roles or dossiers of materials for the main roles. It is advisable to have at least two classrooms for groups to work in, as role development is a creative endeavour.

2. The effectiveness of role-plays is determined by the novelty of the experience, so if they are used every chance they get, the value of this interactive technology is diminished.

3. The number of groups should be small (up to 10 people). This number allows to create an informal, creative environment for productive learning.

4. It is desirable to involve assistants in the role-playing game. They can be other faculty members or graduate students conducting research on the topic of the game.

5. If possible, make a video recording that will provide feedback and validation.

Training is a method of active learning aimed at developing knowledge, skills, abilities and personal qualities. It is understood as an intensive short-term (2 hours) form of training in a group (10-12 people), aimed at mastering theoretical material and its consolidation, as well as the formation of skills of professional activity.

* 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.
https://esystem.rudn.ru/course/view.php?id=658

* 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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DEVELOPERS:

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