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**Federal State Autonomous Educational Institution Of Higher Education**  
**PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE**  
**LUMUMBA**  
**RUDN UNIVERSITY**

*Law Institute, Foreign Languages Department*

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

**COURSE SYLLABUS**

**HISTORY AND METHODOLOGY OF RESEARCH IN LINGUISTICS (IN ENGLISH)**

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course title

**Recommended by the Didactic Council for the Education Field of:**

**Higher Education Field 45.04.02 Linguistics**

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field of studies / speciality code and title

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

**Legal Translation and Interpreting**

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higher education programme profile/specialisation title

## 1. COURSE OBJECTIVE

The main goal of the course is to familiarize students with the history of the formation of language learning as a science and research methods.

The course covers the main stages and directions of language research, research objects, linguistic concepts. Particular attention is paid to the interdisciplinary environment, covering the historical, typological, cognitive, cultural and practical aspects of language learning.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline History and methodology of science (research in Linguistics, in English) is expected to contribute to the development of a number of competences including the following competences / competences in part:

<b>Competence Code</b>	<b>Competence descriptor</b>	<b>Competence formation indicators (within this course)</b>
<b>GC- 6</b>	<b>Can identify and implement the priorities of his/her own activities and ways to improve them based on critical thinking and self-assessment</b>	GC- 6.1 Knows the relevant approaches, tools, and techniques to identify the personal priorities, self-organization, management of his/her own resources for personal and professional development
		GC- 6.2 Masters comprehensive tools to plan and reach personal and professional development tasks at each particular stage, as well as to implement a critical assessment of the results achieved
<b>GC- 7</b>	<b>Can find the necessary sources of information and data, comprehend, analyze, memorize information while using digital devices and algorithms; use various types of information from different sources in an effective way in problem-solving; assess the information, its authenticity, infer and deduct based on the input data and information.</b>	GC- 7.1 Knows the relevant approaches, tools, and techniques to search for information from various sources, its processing and further use
		GC- 7.2 Masters comprehensive tools to evaluate information, integrate, reshape and tailor it in line with context-specific tasks
<b>GPC -2</b>	<b>Knows the specifics of foreign scientific worldview and masters the academic discourse in Russian and foreign languages being learnt</b>	GPC 2.1 Knows the specifics of the scientific picture of the world and the components of its discursive modeling in Russian and the foreign languages being learnt
		GPC 2.2 Masters comprehensive tools to produce academic discourse in Russian and foreign languages
<b>PC- 2</b>	<b>Can conduct expert and analytical activities, linguistic and cultural mediation, and translation in the legal field</b>	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

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC -6	Can identify and implement the priorities of his/her own activities and ways to improve them based on critical thinking and self-assessment	Language and Law	Multilingualism and law making in the EU
GC -7	Can find the necessary sources of information and data, comprehend, analyze, memorize information while using digital devices and algorithms; use various types of information from different sources in an effective way in problem-solving; assess the information, its authenticity, infer and deduct based on the input data and information.	Translation profession in the EU	CAT Tools in legal translation
GPC -2	Knows the specifics of foreign scientific worldview and masters the academic discourse in Russian and foreign languages being learnt	General Linguistics	Conference Interpreting
PC -2	Can conduct expert and analytical activities, linguistic and cultural mediation, and translation in the legal field	Legal Document translation	Multilingualism and law making in the EU

- ~~Understand professional opportunities (GC 6)~~: her future profession, is well-motivated to

### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The course total workload is equal to 2 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	36	x			
Lectures (LC)	18				
Lab work (LW)					

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2	3	4
Seminars (workshops/tutorials) (S)		18				
<i>Self-studies</i>		27				
<i>Evaluation and assessment (exam/passing/failing grade)</i>		9				
<b>Course workload</b>	academic hours_	<b>72</b>				
	credits	<b>2</b>				

## 5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic Activities types
<b>Module 1 Foundations of language studies in Antiquity</b>	Babylonian tradition. Hindu grammatical Tradition. Pānini's grammar. Greek grammatical traditions. Language Studies in China.	<b>LC, S</b>
<b>Module 2 Language studies in Europe and Middle east in the Middle Ages</b>	Roman linguistics. Ars minor and Ars Major. Arabic grammatical traditions. Universal grammar.	<b>LC, S</b>
<b>Module 3 Foundations of Modern Linguistics</b>	Historical linguistics and Indo-European studies. Comparative method of language studies. Language families. Linguistics as a Humanities discipline.	<b>LC, S</b>
<b>Module 4 Modern Linguistics Methodology</b>	The concept of methodology. Methodology and methods. Research methods in Linguistics studies. Structuralism. Generative grammar. Cognitive paradigm of Linguistics.	<b>LC, S</b>
<b>Module 5 Theoretical Linguistics and Research Methods</b>	Generative Linguistics. Functional theories of linguistics. Cognitive linguistics.	<b>LC, S</b>
<b>Module 6 Descriptive Linguistics and Research methods</b>	Descriptive linguistics studies and methods	<b>LC, S</b>
<b>Module 7 Applied and Experimental Linguistics Branches and Contemporary Research Paradigm</b>	Second language acquisition. Linguistic anthropology. Neurolinguistics. Psycholinguistics. Forensic linguistics. Computational linguistics. Sociolinguistics. Translation Theory. Applied linguistics methods.	<b>LC, S</b>

## 6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

*Table 6.1. Classroom equipment and technology support requirements*

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
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. Campbell, L. (2004). *Historical Linguistics: An Introduction*. Cambridge, Massachusetts: MIT Press
2. Allan, K. (2013). *The Oxford Handbook of the History of Linguistics*. Oxford University Press.
3. Matthew, P. (2001). *A Short History of Structural Linguistics*. Cambridge University Press.
4. Chomsky N. (1980). *Studies on Semantics in Generative Grammar*. The Hague: Mouton Press.
5. Evans, V. & Green M. (2006). *Cognitive Linguistics: An Introduction*. Edinburgh: Edinburgh University Press.
6. Cook, G. (2003). *Applied Linguistics*. Oxford University Press.

*Additional readings:*

1. T. Crowley., C. Bower (1992). An Introduction to Historical Linguistics. Auckland, N.Z.: Oxford UP, 1992
2. Law, Vivien (2003). The History of Linguistics in Europe: From Plato to 1600. Cambridge University Press.
3. Meier-Brugger, Michael (2003). Indo-European Linguistics. Berlin, New-York: Walter de Gruyter.

1. Chomsky, Noam (1965) Aspects of the theory of Syntax. MA: MIT Press
2. Dryer M.S. Descriptive Theories, Explanatory Theories, and Basic

Linguistic Theory. – URL:

<http://linguistics.buffalo.edu/people/faculty/dryer/dryer/desc.expl.theories.pdf>

3. Evans V., Pourcel, S. (2009). New Directions in Cognitive Linguistics. John Benjamins Publishing Company.
4. Ferdinand de Saussure (2000). *Course in General Linguistics*, Illinois: Open Court Publishing Company.
5. Crystal, D. (2003) The Cambridge Encyclopedia of the English Language (2nd edition) Cambridge University Press.

*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](http://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/>

Glottopedia [http://www.glottopedia.org/index.php/Main\\_Page#Syntax](http://www.glottopedia.org/index.php/Main_Page#Syntax)

Oxford Research Encyclopedia: Linguistics. Aronoff, Mark. Ed. Oxford University Press.

<https://global.oup.com/academic/product/oxford-research-encyclopedias-linguistics-9780199384655?cc=ru&lang=en&> Journal of Indo-European Studies. – URL: <http://www.jies.org/>

International Cognitive Linguistics Association. URL: <http://www.cogling.org/>

International Quantitative Linguistics Association <http://www.iqla.org/>

Texts by Saussure: <http://www.revue-texto.net/Saussure/Saussure.html>

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

1. The set of lectures on the course History and methodology of science (Research in Linguistics, in English)

2. The laboratory workshop (if any) on the course History and methodology of science (Research in Linguistics, in English)

3. The guidelines for writing a course paper / project (if any) on the course History and methodology of science (research in linguistics, in English)

\* 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:**

_____	_____	Udina N.N.
position, department	signature	name and surname
_____	_____	_____
position, department	signature	name and surname
_____	_____	_____
position, department	signature	name and surname

#### **HEAD OF EDUCATIONAL DEPARTMENT:**

_____	_____	Atabekova A.A.
name of department	signature	name and surname

#### **HEAD OF HIGHER EDUCATION PROGRAMME:**

_____	_____	_____
position, department	signature	name and surname