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

FACULTY OF PHILOLOGY

DEPARTMENT OF GENERAL AND RUSSIAN LINGUISTICS

COURSE SYLLABUS

PLANNING A RESEARCH PROJECT

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)

2025

1. COURSE GOAL:

The main goal of the course is to develop skills for academic research and writing, mastering principle techniques and methods of scientific studies. The course introduces students to the basic strategies for conducting scientific research. The goals are to determine methodological background and concepts of the research methods, to discuss the main steps of scientific research.

2. REQUIREMENTS FOR LEARNING OUTCOMES

The course "Planning a Research Project" is aimed at the development of the following competences (competences in part):

Table 2.1. *List of competences that students acquire*::

Competence Code	Competence descriptor	Competence formation indicators (within this course)
UC-1	Able to search for, critical analysis of problem situations based on a systematic approach, to develop an action strategy.	UC-1.1. Analyses the task and highlights its basic components; UC-1.2. Determines and ranks the information required to solve the problem; UC-1.3. Searches for information to do the task for various types of requests;
UC-2	Able to manage a project at all stages of its life cycle	UC-2.1. Formulates a problem, the solution of which is directly related to the achievement of the project goal; UC-2.2. Determines the links between the tasks set and the expected results of their solution; UC-2.3. Within the framework of the tasks set, determines the available resources, restrictions and current legal norms; UC-2.4. Analyses the schedule for the implementation of the project as a whole and chooses the best way to do the tasks, based on the current legal norms, available resources and restrictions; UC-2.5 Controls the progress of the project, adjusts the schedule in accordance with the results of control.
UC-3	Able to organize and manage the work of a team, developing a team strategy to achieve a set goal.	UC-3.1. Determines his role in the team, based on the strategy of cooperation to achieve the goal; UC-3.2. Formulates and takes into account in its activities the behavioural characteristics of groups of people identified depending on the goal; UC-3.3. Analyses the possible consequences of personal actions and plans their actions to achieve a given result; UC-3.6. Participates in team work to complete

		assignments.
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-2.1. Correctly applies various methods of research work. GPC-2.2. Possesses the skills of reading and interpreting scientific works in the chosen field of philology.
GPC-3	Able to use in professional (ncluding pedagogical) activities in-depth knowledge in the chosen specific field of philology and possession of a wide range of methods and techniques of philological work with various types of texts.	GPC-3.1. Correctly analyzes and interprets various types of texts depending on the tasks of professional activity.
GPC-4	Able to use digital technologies and methods in professional activities in the field of philology for the study and modeling of objects of professional activity, data	GPC-4.1. Knows how to use search engines and databases for studying and modelling objects of professional activity and data analysis. GPC-4.2. Knows how to use digital technologies for the preparation of educational materials and the presentation of scientific information.
PC-1	PC-1. Is able to independently replenish, critically analyze and apply theoretical and practical knowledge in the field of the humanities for own scientific research;	PC-1.1. Independently finds scientific information in the field of philology and the humanities necessary for conducting his own research. PC-1.2. Able to apply the acquired knowledge for the selection, systematization and analysis of the collected data and information in accordance with the purpose and objectives of the study.
PC-3	Possesses the skills of qualified analysis, commenting and summarizing the results of scientific research using modern techniques and methodologies, advanced domestic and foreign experience;	PC-3.1. Able to present the results of research in the form of a scientific publication, oral presentation, abstract and summary. PC-3.2. Correctly analyzes the history of the study of the scientific problem.
PC-4	Possesses the skills of participation in the work of scientific teams conducting research on broad philological issues, writing and editing scientific publications	PC-4.1. Correlates the tasks and methods of his part of scientific research with the general task of the scientific team. PC-4.2. Able to write and edit his part of the text in accordance with the general requirements for publications written by a group of co-authors.

3. THE COURSE PLACE IN THE EDUCATIONAL PROGRAMME STRUCTURE:

The course is part of the variable component (Block 1) from the educational programme academic curriculum.

As part of theEducational programme, students also master other disciplines and / or practices that contribute to the achievement of the planned results of mastering the course "Planning a Research Project".

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

Code	Previous disciplines / modules, practice	Subsequent disciplines / modules, practice
UC-1		Comparative and Typological Linguistics Discourse Analysis, Scientific and Research Practice
UC-2		Research Work, Scientific and Research Practice
UC-3		Research work,
GPC-2		Theory of Intercultural Communication, Discourse Analysis, Multimodal communication, Comparative and Typological Linguistics, Fundamentals of Foreign Language Teaching
GPC-3		English Literature: cultural and historical approach, Masterpieces of Russian Literature, Research Work
GPC-4		Methods of Linguistic Analysis, Sourcing and Referencing, Scientific and Research Practice
PC-1		Multimodal communication, Methods of Linguistic Analysis, Sourcing and Referencing, Research Work, Scientific and Research Practice
PC-3		Contrastive Linguistics, Comparative and Historical Linguistics, Research Work, Scientific and Research Practice
PC-4		Methods of Linguistic Analysis, Sourcing and Referencing, Research work

4. THE COURSE WORKLOAD AND TYPES OF ACADEMIC ACTIVITIES

The total course workload is 3 credit units.

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

Types of academic activities		Total	Semesters
			1
Classroom-based studies, academic hours		16	16
including:			
Lectures (L)		17	17
laboratory work (LW)			
practical work (PW)/ seminars (S)		17	17
Self-studies, *academic hours*		56	56
Control, *academic hours*		18	18
Total	*academic hours*	108	108
	credits	3	3

5. COURSE CONTENT

5.1. Content of the course by the type of educational work:

Title of the course unit	Content of the course unit	Type of academic activities
Scientific research	What is research? Data, information and research findings. Problem defining. Hypothesis setting. Collecting data. Hypothesis testing.	L, S
Research data	Types of research data. Primary and secondary data. Ways of collecting data. Data for language research.	L, S
Research Questions	Research questions, topics and puzzles. Implications of research questions for data, data collection and analysis. Types of research questions.	L, S
Quantitative and qualitative methods	Combination or integration of quantitative and qualitative methods in linguistic research. triangulation and mixed methods: the benefits and challenges of combining paradigms.	L, S
Quantitative methods: Concepts, Frameworks and Issues	Forming a hypothesis, and considering the quantifiability, reliability, and validity of data – and the most frequently used quantitative designs in linguistics. Use of questionnaires in quantitative research, phrasing and coding questionnaires.	L, S
Organizing and Processing Data	Constructing and testing hypotheses; statistical tests used in linguistics: chi-square tests and t-tests; interpretation of quantitative results; combining quantitative and qualitative methods in linguistic research.	L, S
Corpus Research Methods	Theoretical principles surrounding corpus linguistics techniques, building and annotating a corpus, different types of corpora, and different kinds of research questions; corpus analysis.	L, S
Qualitative Research Methods	Qualitative Research Methods: general approaches and some specific data creation methods. Relationship between the micro and macro levels of linguistic inquiry	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 OF THE DISCIPLINE

Books and manuals:

Main

1. Writing a graduation paper in a second language: учебник : в 2 частях. Часть 2 / Е. В. Тихонова, Е. А. Голубовская, Н. М. Мекеко. - Электронные текстовые данные. - Москва : РУДН, 2022. - 151 с.

2. Research methods in linguistics / edited by Lia Litosseliti. London: Continuum International Publishing Group. 2010

3. Methodololgy of Scientific Research. M. : PFUR, 2012. - 76 с.

http://lib.rudn.ru/ProtectedView/Book/EnterSystemDbId=books&UserName=4316&UserHash=F34F C21ACC7F73989856C089B8012667&id=3205

Additional

1. Litosseliti, L. Using Focus Groups in Research. London: Continuum, 2003
2. Mason, J. Qualitative Researching (2nd edn). London: Sage, 2002
3. Russian Journal of Linguistics http://journals.rudn.ru/linguistics/issue/view/1073

Internet resources

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

Databases, search engines and reference data:

https://scholar.google.com/

https://www.researchgate.net/

Educational and methodological materials for independent work of students in the development of

the discipline/module*:

1. A course of lectures on the discipline "Planning a Research Project".

2. Guidelines for the implementation of a final assignment of the discipline "Planning a Research Project".

* 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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