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

PROFESSIONAL EDITING OF SPECIALIZED TEXTS

(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 aim of the course "Professional Editing of Specialized Texts" is to teach students the skills of editorial activity - bringing materials intended for use in the field of professional activities (business documentation, presentations, reports, etc.) in accordance with language norms, professional standards, formats, styles, technological requirements adopted both in the source language and in the target language.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) "Professional Editing of Specialized Texts" is aimed at the development of the following competencies /competences in part:

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

Competence code	Competence description	Competence development indicators (in the framework of this course)
GC-5	Ability to analyze and take into account the diversity of cultures in the process of intercultural interaction.	GC-5.1. Demonstrates an understanding of the characteristics of different cultures and nations
		GC-5.2 Ability to build social interaction, taking into account things in common and peculiarities of different cultures and religions
		GC-5.1. Demonstrates an understanding of the characteristics of different cultures and nations
GC-6	Ability to identify and implement the priorities of his own activities and ways to improve it based on self-assessment	GC-6.1 Evaluation of the resources and their limits (personal, situational, temporary), optimal use them for the successful completion of the assigned task
PC-5	Ability to perform written translation in observance of the lexical equivalence, as well as of grammar, syntactic and stylistic norms	PC-5.1. Translating with following the lexical equivalence norms in accordance with the required level of equivalence.
		PC-5.2 Mastery of grammatical, syntactic, and stylistic norms of the target language in written translation (the absence of grammatical, syntactic, or stylistic errors in the target text).
		PC-5.3. Grammar, syntax, and stylistics of the target text are equivalent to those used in the original text
PC-6	Mastery of methodologies of pre-translation analysis of the text conducive to the	PC-6.1. Using a variety of techniques for pre-translation analysis of a text
		PC-6.2 Demonstrating accurate comprehension of the source statement.

Competence code	Competence description	Competence development indicators (in the framework of this course)
	accurate perception of the original utterance, preparation for translation, including searching for information in reference and specialized literature and computer networks	PC-6.3. Searching for information in reference, specialized literature, and computer networks necessary for accurate comprehension of the source statement.
		PC-6.4. Selecting the most reliable and verified sources of information from reference and specialized literature and computer networks.

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course "Translation of Business Documents" refers to the part formed by participants of educational relations of the block B1.V.DV.05.

Within the higher education programme students also master other disciplines and / or practices that contribute to the achievement of the planned results of the course "Translation of Business Documents".

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 description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
GC-5	Ability to analyze and take into account the diversity of cultures in the process of intercultural interaction.	General linguistics and history of linguistic studies; Practice of professional communication (first foreign language); Theory of translation; Practice of professional communication (second foreign language); Theory and practice of written specialized translation; Theory and practice of specialized interpreting; Theory and practice of intercultural business communication; Practicum in the culture of verbal professional communication (second foreign language);	

Compet ence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
		Methods of teaching foreign languages in the format of international examinations; Translation of texts in the context of intercultural communication; Abstracting and annotating of specialized texts; Translation analysis of specialized texts; Translation of business documents;	
GC-6	Ability to identify and implement the priorities of his own activities and ways to improve it based on self-assessment	Theory of translation; Theory and practice of written specialized translation; Problems of linguistic semantics; Methods of teaching foreign languages in the format of international examinations; Translation of business documents	
PC-5	Ability to perform written translation in observance of the lexical equivalence, as well as of grammar, syntactic and stylistic norms	Theory of translation; Theory and practice of written specialized translation; Problems of linguistic semantics; Methods of teaching foreign languages in the format of international examinations; Translation of business documents	Educational Internship Pre-Diploma Internship
PC-6	Mastery of methodologies of pre-translation analysis of the text conducive to the accurate perception of the original utterance, preparation for translation, including searching for information in	Theory of translation; Theory and practice of written specialized translation; Language of media texts; Translation analysis of specialized texts	Educational Internship

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
	reference and specialized literature and computer networks		

* - 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 "Professional Editing of Specialized Texts" is 3 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	34			34	
including:					
Lectures (**LC**)					
Lab work (**LW**)					
Seminars (workshops/tutorials) (**S**)	34			34	
Self-studies	56			56	
Evaluation and assessment (exam/pass/fail grading)	18			18	
Course workload	academic hours	**108**			**108**	
	credits	**3**			**3**	

*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					
Lectures (**LC**)					
Lab work (**LW**)					
Seminars (workshops/tutorials) (**S**)					
Self-studies					
Evaluation and assessment (exam/pass/fail grading)					

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

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

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types*
Module 1. Literary editing as a science.	Topic 1.1. Definition, subject and objectives of literary editing as a science, as part of the publishing process and as an academic discipline.	S
	Topic 1.2. Political, scientific and literary editing is a single creative process, the reasons for the separation of literary editing into a separate academic discipline.	S
	Topic 1.3. The connection of literary editing as a kind of social activity with other sciences.	S
	Topic 1.4. Basic information from the history of the development of literary editing.	S
Module 2.	Topic 2.1. Basic principles of editorial work.	S

Course module title	Course module contents (topics)	Academic activities types*
The publishing process and the role of the editor.	Topic 2.2. Requirements of editorial ethics. About the limits of the editor's intervention in the manuscript.	S
Module 3. General editing technique. Module content.	Topic 3.1. Characteristics of Publishing Process and Its Stages	S
	Topic 3.2. Logical Basis of Text Editing	S
	Topic 3.3. Text Editing. Type of Editing.	S
	Topic 3.4. Literary Composition.	S
	Topic 3.5. Types of texts in terms of presentation methods.	S
	Topic 3.6. The choice of the title and the role of the title in the work.	S
	Topic 3.7. Requirements for the language and style of the manuscript. Characteristic differences between the language of journalism and the language of fiction and scientific literature.	S
	Topic 3.8. The editor's work on the book's apparatus. General characteristics of the book's apparatus and its components.	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

Classroom type	Classroom equipment	Specialised educational / laboratory equipment, software and materials for course study (if necessary)
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 Notebook Asus X751L Intel I5 1700 MHz/8 GB/1000 GB/DVD/audio (15 pcs) Multimedia projector Benq MW526 Screen 220*220 MS Windows 8.1 64bit Microsoft Office 2013 SDL Trados Studio 2015 Adobe Reader

Classroom type	Classroom equipment	Specialised educational / laboratory equipment, software and materials for course study (if necessary)
		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. Bazanova, Anna Evgen'evna. Literaturnoe redaktirovanie: Uchebnoe posobie . - M. : Izd-vo RUDN, 2019. – p. 202.
2. Golub, Irina Borisovna.
Literaturnoe redaktirovanie [Tekst/elektronnyj resurs] : Uchebnoe posobie dlya vuzov / I.B. Golub. - Elektronnye tekstovye dannye. - M. : Logos, 2010, 2014. – p. 432.
http://lib.rudn.ru/ProtectedView/Book/ViewBook/5844

Additional reading:

1. Bezzubov, A.N. Vvedenie v literaturnoe redaktirovanie. – S-Pb.: S-Pb.GU, 2019, p. 136.
2. Bylinskij, K.I., Rozental' D.E. Literaturnoe redaktirovanie. – M.: Iskusstvo, 2019, p. 453.
3. Guzhova, I.K., Molibozhenko, R.A., Nakoryakova, K.M., Surikova, T.I. Literaturnoe redaktirovanie. Materialy dlya zanyatij. – M.:MGU, 2019.
4. Kolesnikov, N.P. Stilistika i literaturnoe redaktirovanie: Uchebnoe posobie. – M.: IKC «Mart», 2019.
5. Lavrent'eva, E.V., Nakoryakova K.M. Elektronnaya zhurnalistika: Redakcionnaya obrabotka zhurnalistskih materialov. – M.: MGU, 2018.
6. Lihtenshtejn, E.S., Sikorskij, N.M., Urnov, M.V. Teoriya i praktika redaktirovaniya. – M.: Vysshaya shkola, 2019, t. 1-2.
7. Mil'chin, A.E. Metodika redaktirovaniya teksta.- M.: Vysshaya shkola. 2019.
8. Nakoryakova, K.M. Redaktirovanie materialov massovoj informacii. – M.: MGU, 2019.
9. Nakoryakova, K.M. Literaturnoe redaktirovanie materialov massovoj informacii. – M.:MGU, 2009
10. Senkevich, M.P., Feller, M.D. Literaturnoe redaktirovanie (lingvostilisticheskie osnovy). – M.: Vysshaya shkola. 2019, p. 342.
11. Sikorskij, N.M. Teoriya i praktika redaktirovaniya.- M.: Prosveshchenie, 2018,

12.   Smetanina, S.I. Literaturnoe redaktirovanie dlya zhurnalistov i specialistov po svyazyam s obshchestvennost'yu.- S/Pb.: Izd-vo V.A. Mihajlova, 2019.
13.   Stilistika i literaturnoe redaktirovanie. / Pod red. prof. V.I. Maksimova. – M.: Gardariki, 2019.

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 for practical classes in the course "Professional Editing of Specialized Texts".

Active teaching methods used in teaching:
- educational group discussions,
In an academic discussion, the solution to a problem is to be found in the learning process by a given group of people and in a given audience. The goal is a search process that should lead to objectively known but, from the students' subjective point of view, new knowledge. When conducting a discussion, it is necessary that students-participants have a clear understanding of the subject, the general framework of the discussion, and the order of the discussion. Organizing the discussion, the teacher has to create a favorable, psychologically comfortable environment, to seat the participants in a circle. In addition, it is important to clarify the topic or question beforehand. The introductory part is built in such a way as to actualize the participants' knowledge, to introduce the necessary information, and to create interest in the problem.
There are several options for organizing the introductory part of the discussion:
1. Brief preliminary discussion of the issue in small groups;
2. Introducing the topic of the conversation through a task set in advance for one or two participants to make an introductory problem statement revealing the problem statement;
3. Using a brief pre-talk on the topic.

Any of the options should not take a long time so that it is possible to move into the discussion more quickly.

There is a number of sequential steps that must be taken to conduct a discussion effectively:

1. To allocate roles-functions in the discussion group (facilitator (organizer), analyst, recorder, observer).

2. To determine the order of work when discussing the problem in discussion groups (problem formulation; grouping of participants into groups, distribution of roles in small groups, explanation of the leader about the expected participation of participants in the discussion; discussion of problems in small groups; presentation of the results of the discussion in front of the whole team; continuation of the discussion and behavior of the results).

- educational (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 training and education and educational trainings.

Educational games help to form such important key qualifications of specialists as communication skills, tolerance, teamwork, independent thinking. Educational games are built on the principle of imitation of 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 of 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 game 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 assign 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 summarize. This is an important part of the learning process.

Organizers should follow some guidelines when applying the role-playing method:

1. A role-play plan should be carefully developed, with literature for role development 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 endeavor.

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

3. The number of working groups should be small (up to 10 people). Such a number allows to create an informal creative environment conducive to 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 videotape 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 assimilation of 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 "Professional Editing of Specialized Texts" completion are specified in the Appendix to the course syllabus. **https://esystem.rudn.ru/course/view.php?id=547**

* - 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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