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

PRACTICUM IN CULTURE OF PROFESSIONAL VERBAL 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 aim of the course "Practicum in Culture of Professional Verbal Communication (First Foreign Language)" is to form and improve foreign language professional communicative competence focused on communication in conditions of interpersonal and cross-cultural professional communication with native speakers.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course "Practicum in Culture of Professional Verbal Communication (First Foreign Language)" is aimed at the formation of the following competences (parts of competences) in students:

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-4	Ability to apply contemporary communication technologies including those in foreign languages to academic and professional interactions	GC-4.1. Performing academic and professional interactions, including in a foreign language
		GC-4.2. Translating academic texts (essays, abstracts, reviews, articles, etc.) from or into a foreign language
		GC-4.3. Using modern information and communication tools to communicate
GC-5	Ability to analyze and take into account the diversity of cultures in the process of cross-cultural interaction	GC-5.1 Demonstrating an understanding of the characteristics of different cultures and nations
		GC-5.2. Building social interactions, taking into account the similarities and specificities of different cultures and religions
GPC-1	Mastery of a system of theoretical and empirical knowledge about the functioning of the system of the studied foreign language and its development trends, the system of values and perceptions inherent in the culture of the countries of the studied foreign language	GPC-1.1. Applying the values inherent in the culture of the countries of the studied foreign language
		GPC-1.2. Understanding the system of theoretical and empirical knowledge about the functioning of the system of the studied foreign language
		GPC-1.3. Competent applying of trends in the development of the foreign language system in his/her professional activity
GPC-4	Ability to produce and comprehend oral and written verbal texts in the studied language with regard to the formal,	GPC-4.1. Producing and understanding of speech products in studied the foreign language
		GPC-4.2. Mastery of oral and written forms in different spheres of communication

Competence code	Competence description	Competence development indicators (in the framework of this course)
	neutral and informal communication registers	
GPC-5	Ability to perform interlanguage and cross-cultural interactions in accordance with the conventions of speech communication in a foreign language society, the rules and traditions of cross-cultural professional communication with native speakers of the studied language	GPC-5.1. Carrying out cross-lingual and cross-cultural interaction in accordance with the conventions of speech communication in a foreign language society
		GPC-5.2. Knowledge and competent following of the rules and traditions of cross-cultural professional communication with native speakers of the target language
PC-1	Ability to perform cross-cultural communication and language space in all types and formats, in all the areas of human and social activity	PC-1.1. Performing cross-cultural communication and language mediation in oral form in accordance with the norms of oral speech
		PC-1.2. Performing cross-cultural communication and language mediation in written form in accordance with written norms.
		PC-1.3. Performing cross-cultural communication and language mediation in the professional activities of individuals and society (mastery of professional terminology, professional jargon, and communication style in a given professional community)
		PC-1.4. Performing cross-cultural communication and language mediation in business communication (knowledge of the ethics of business communication taking into account the cultural peculiarities).
PC-3	Ability to perform communication through the language studied, i.e. to convey thoughts and exchange them in various situations in the process of interaction with other participants of communication, correctly using a system of language and speech	PC-3.1 Communicating through the target language, transmitting and exchanging ideas in various situations in interaction with other communicators.
		PC-3.2. Using the system of linguistic and speech norms competently
		PC-3.3. Selecting of communicative behavior appropriate to authentic communication situations.
		PC-3.4. The used system of linguistic and speech norms and the chosen communicative behavior

Competence code	Competence description	Competence development indicators (in the framework of this course)
	norms and choosing the communicative behavior adequate for an authentic communication situation	contribute to the effective achievement of the pragmatic task of communication.
PC-4	Mastery of conventions of verbal communication in a foreign-language society, rules and traditions of cross-cultural and professional communication with native speakers of the studied language	PC-4.1. Performing cross-cultural and professional communication in accordance with the conventions of speech communication in a foreign language society.
		PC-4.2. Following the rules and traditions of cross-cultural and professional communication with native speakers of the target language.

3. COURSE IN HIGHER EDGCATION PROGRAMME STRGCTURE

The course "Practicum in Culture of Professional Verbal Communication (First Foreign Language)" refers to the part formed by participants of educational relations of the block B1.O.02.

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 "Practicum in Professional Verbal Communication (Second Foreign Language)".

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-4	Ability to apply contemporary communication technologies including those in foreign languages to academic and professional interactions	Practicum in Professional Verbal Communication (First Foreign Language); Practicum in Professional Verbal Communication (Second Foreign Language); Theory and practice of cross-cultural business communication	Pedagogical Internship

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 cross-cultural interaction	History and methodology of science; Theory and practice of cross-cultural business communication	
GPC-1	Mastery of a system of theoretical and empirical knowledge about the functioning of the system of the studied foreign language and its development trends, the system of values and perceptions inherent in the culture of the countries of the studied foreign language	General linguistics and history of linguistic studies; Practice of professional communication (main 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 cross-cultural business communication; Practicum in the culture of professional verbal communication (second foreign language); 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	
GPC-4	Ability to produce and comprehend oral and written verbal texts in	Practicum in Professional Verbal	Pedagogical internship Pre-diploma Internship

Compet ence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
	the studied language with regard to the formal, neutral and informal communication registers	Communication (First Foreign Language); Practicum in Culture of Professional Verbal Communication (Second Foreign Language)	
GPC-5	Ability to perform interlanguage and cross-cultural interactions in accordance with the conventions of speech communication in a foreign language society, the rules and traditions of cross-cultural professional communication with native speakers of the studied language	Practicum in Professional Verbal Communication (First Foreign Language); Practicum in Culture of Professional Verbal Communication (Second Foreign Language) Theory and practice of cross-cultural business communication; Translation of texts in the context of cross-cultural communication; Practicum in specialized interpreting	
PC-1	Ability to perform cross-cultural communication and language space in all types and formats, in all the areas of human and social activity	Theory of translation; Practicum in Professional Verbal Communication (First Foreign Language); Practicum in Culture of Professional Verbal Communication (Second Foreign Language) Practicum in Professional Verbal Communication (First Foreign Language); Practicum in Culture of Professional Verbal Communication (Second Foreign Language)	Educational Internship

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
		Theory and practice of cross-cultural business communication; Translation of texts in the context of cross-cultural communication; Practicum in specialized interpreting; Theory and practice of specialized translation; Theory and practice of specialized interpreting; Language of media texts; Translation of texts in the context of cross-cultural communication	
PC-3	Ability to perform communication through the language studied, i.e. to convey thoughts and exchange them in various situations in the process of interaction with other participants of communication, correctly using a system of language and speech norms and choosing the communicative behavior adequate for an authentic communication situation	Practicum in culture of professional verbal communication (first foreign language); Practicum in culture of professional verbal communication (second foreign language)	Pedagogical Internship
PC-4	Mastery of conventions of verbal communication in a foreign-language society, rules and traditions of cross-cultural and professional communication with	Practicum in culture of professional verbal communication (first foreign language); Practicum in culture of professional verbal communication (second foreign language)	

Compet ence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
	native speakers of the studied language		

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course "Practicum in Culture of Professional Verbal Communication (First Foreign Language)" is 8 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		88			68	20
Lectures (**LC**)						
Lab work (**LW**)						
Seminars (workshops/tutorials) (**S**)		88			68	20
Self-studies		155			85	70
Evaluation and assessment (exam/pass/fail grading)		45			27	18
Course workload	academic hours	**288**			**180**	**108**
	credits	**8**			**5**	**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)						
Course workload	academic hours					
	credits					

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. Feedback	Topic 1.1. Grammar: Modal verbs + have + past participle; 3 conditional; used to, be/get used to	S
	Topic 1.2. Lexis: theme «character»; conversational phrases; theme «project management»	S
	Topic 1.3. Reading: "Smells like team spirit"	S
	Topic 1.4. Speaking: conversation between manager and subordinate; supervising	S
	Topic 1.5. Writing: report	S
	Topic 1.6. Case: discussion, reading and listening on the topic "British Oil Company in Africa»	S
Module 2. Selling more	Topic 2.1. Grammar: Tag-questions; negative questions	S
	Topic 2.2. Lexis: theme «marketing mix»; marketing word combinations	S
	Topic 2.3. Reading: "Social marketing doesn't have to suck"	S
	Topic 2.4. Speaking: negotiations about "selling a study trip"	S
	Topic 2.5. Writing: mailshot, sales letter	S
	Topic 2.6. Case: discussion, reading and listening on the topic "South Korean phone supplier"	S
Module 3. New Business	Topic 3.1. Grammar: Future Continuous, Future Perfect	S
	Topic 3.2. Lexis: theme «types of financing», «stages of appealing for financing»; phrasal verbs	S
	Topic 3.3. Reading: "Five simple rules for building a blockbuster	S

Course module title	Course module contents (topics)	Academic activities types*
	brand"	
	Topic 3.4. Speaking: presentation with QA	S
	Topic 3.5. Writing: company profile	S
	Topic 3.6. Case: discussion, reading and listening on the topic "Business angels"	S
Module 4. Financial control	Topic 4.1. Grammar: Articles; verbs of cause and result	S
	Topic 4.2. Lexis: theme «financial statements»; Accounting terms	S
	Topic 4.3. Reading: "Why it's trendy to be a future accountant"	S
	Topic 4.4. Speaking: meeting	S
	Topic 4.5. Writing: Minutes	S
	Topic 4.6. Case: discussion, reading and listening on the topic "Car-Glazer"	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)
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 Wall screen Digis Dsob-1106 340 Multimedia projector Casio XJ-F100W Wall screen Digis Dsem-1105 330 Multimedia projector Casio XJ-M250 Wall screen Digis Dsob-1106
Computer Lab	An auditorium for conducting classes,	472

Classroom type	Classroom equipment	Specialised educational / laboratory equipment, software and materials for course study (if necessary)
	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.	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 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 display Digis Dsob-1106

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

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main reading:
1. Cotton David Market leader [Текст] : Intermediate Business English Course Book / D. Cotton, D. Falvey, S. Kent. - 3rd Edition ; Book in English+CD. - England : Pearson, 2022. - 176 p. : il. - ISBN 978-1-4082-3695-6 : 4059.00.
http://lib.rudn.ru/MegaPro/Web/SearchResult/ToPage/1
2. Cotton David. Market leader [Текст] : Upper Intermediate Business English Course Book / D. Cotton, D. Falvey, S. Kent. - 3rd Edition ; Book in English+CD. - England : Pearson, 2021. - 176 p. : il. - ISBN 978-1-4082-3709-0 : 3059.00.
3. Johnson Christine Market Leader. Banking and Finance: Business english [Текст] / C. Johnson. - Book in English. - England : Financial Times, 2020. - 96 p. : il. - (Longmann). - ISBN 0-582-32843-8 : 141.84.   http://lib.rudn.ru/MegaPro/Web
4. Strutt Peter. Market Leader. Business Grammar and Usage: business english [Текст] . - Book in English. - England : Financial Times, 2022. - 221 p.
http://lib.rudn.ru/MegaPro/Web

Additional reading:

1) Blythe J. Marketing (SAGE Course Companions). – Sage Publications Ltd, 2015.
2) Du Plessis E. The Advertised Mind: Ground-Breaking Insights Into How Our Brains Respond to

Advertising. – Kogan Page, 2019.

3) Gregory Mankiw N. Principles of Economics. – South Western Pub Co, 2018.

4) Lerner J. Schaum's Outline of Bookkeeping and Accounting. –McGraw-Hill, 2018.

5) Malyuga, E.N. et al. Anglijskij dlya ekonomistov. – Saint Petersburg, 2019.

6) Meek S., Morton J., Mark C. Schug. Economics: Concepts and Choices. – 2019.

7) Ross S.A., Westerfield R.W., Jaffe J. Corporate Finance. – McGraw-Hill Companies, 2022.

8) Simões E., Freitas L. Taboo in Advertising. – John Benjamins Publishing Company, 2023.

9) Thomas M. Mastering People Management: Build a Successful TeamMotivate, Empower and Lead People. – Thorogood, 2016.

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 "Practicum in Culture of Professional Verbal Communication (First Foreign Language)".

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 "Practicum in Culture of Professional Verbal Communication (First Foreign Language)" completion are specified in the Appendix to the course syllabus. **https://esystem.rudn.ru/course/view.php?id=933**

* - 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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