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

LANGUAGE OF MEDIA 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 goal of the course "Language of Media Texts" is to acquaint students with the peculiarities of language functioning in mass media; to characterise the norms of literary language in specific channels of communication - the language of the press, film language, radio and TV language, advertising language, language of computer mass media; to show the most appropriate use of invariants and variants, to develop skills of their justified choice, to contribute to the improvement of speech culture. To acquaint students with current and debatable issues of the theory of norms of modern literature.

2. REQUIREMENTS FOR LEARNING OUTCOMES

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

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

Competence code	Competence description	Competence development indicators (in the framework of this course)
PC-1	Ability to carry out intercultural communication and language mediation in all forms and types, in all spheres of human and social activity	PC-1.1. Ability to carry out intercultural communication and language mediation orally in accordance with the norms of oral speech
		PC-1.2. Ability to carry out intercultural communication and language mediation in writing in compliance with the norms of written speech
		PC-1.3. Ability to carry out intercultural communication and language mediation in professional activities of a person and society (possesses professional terminology, professional jargon and communication style in a given professional community)
		PC-1.4. Ability to carry out intercultural communication and language mediation in the sphere of business communication (knows the ethics of business communication in a culturally sensitive manner)
PC-6	Possession of the methodology of pre-translation analysis of the text, contributing to the accurate perception of the original statement, preparation for translation, including the search for information in reference, special literature and computer networks.	PC-6.1. Ability to use a variety of techniques for pre-translation analysis of a text
		PC-6.2. Ability to demonstrate accurate perception of the original statement
		PC-6.3. Readiness to search for information in reference, specialised literature and computer networks necessary for the most accurate perception of the original statement.
		PC-6.4. Ability to select the most reliable and verified sources of information from reference

Competence code	Competence description	Competence development indicators (in the framework of this course)
		and specialised literature, and computer networks.

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course "Language of Media Texts" refers to the component of (B1.V.DV.01) 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 "Language of Media Texts" 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 description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
PC-1	Ability to carry out intercultural communication and language mediation in all forms and types, in all spheres of human and social activity		Practicum in Professional Verbal Communication (first foreign language); Practicum in Professional Verbal 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); Text Translation in the Context of Cross-cultural Communication; Practicum in Specialized Interpreting; Scientific Communication; Abstracting and Annotating of Specialized Texts Educational Internship

Compet ence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
PC-6	Possession of the methodology of pre-translation analysis of the text, contributing to the accurate perception of the original statement, preparation for translation, including the search for information in reference, special literature and computer networks.		Theory and Practice of Specialized Translation; Translation analysis of specialized texts; Abstract Translation of Specialized Texts; Professional Editing of Specialized Texts; Business Document Translation Educational internship

* - 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 "Language of Media Texts" is 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	17	17			
Lectures (LC)					
Lab work (LW)					
Seminars (workshops/tutorials) (S)	17	17			
Self-studies	46	46			
Evaluation and assessment (exam/pass/fail/grading)	9	9			
Course workload	academic hours	**72**	**72**			
	credits	**2**	**2**			

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					

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2	3	4
Evaluation and assessment (exam/pass/fail/grading)						
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. Introduction Notion of Language Norm and Its Types in Literary Language and Media Language	Topic 1.1. Status of language norm as one of the distinctive features of literary language. Norm variants.	S
	Topic 1.2. The concept of a language norm. The relevance of highlighting the normative aspect of linguistics.	S
	Topic 1.3. Principles of classification of language norms. Functions and sources of language norms. Fluctuations of the norm as a form of functioning of the language system.	S
Module 2.	Topic 2.1. Role of mass media in the dynamics of language processes. Media text as the principal unit of the mass media language.	S
	Topic 2.2. Main types of media texts: news, information analytics, advertising, journalism	S
	Topic 2.3. The concept of stylistic paradigm: phonetic–stylistic, lexical–stylistic,	S

Course module title	Course module contents (topics)	Academic activities types*
Language of Media: Formation and Essence	morphological–stylistic and syntactic–stylistic paradigms.	
	Topic 2.4. Participation of these paradigms in the construction of the media text.	S
	Topic 2.5. The concept of stylistic coloring of linguistic units in these texts.	S
Module 3. Stylistic Norms	Topic 3.1. Stylistic paradigm of language units and the norm	S
	Topic 3.2. Stylistic norm in the language of specific communication channels: a) language of printed media (the press); specifics of language of cinema; c) singularities of radio and television language; d) language of advertising; e) language of the Internet	S
	Topic 3.3. Stylistic flaws as a deviation from the norm. Classification of stylistic errors.	S
	Topic 3.4. The specifics of media speech. Features of the information field of modern mass media. The possibilities of the media as a means of influence.	S
Module 4. Editing of mass communication texts	Topic 4.1. The style of advertising. Means of expressive syntax.	S
	Topic 4.2. Radio and TV shows editing: specifics in structures of radio and television broadcasts.	S
	Topic 4.3. Ad editing: editing the composition and content taking into account the functions of the advertising text.the form of functioning of the language system.	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 midterm 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

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

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

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main reading:

1. Universal'naya zhurnalistika : Uchebnik / Pod red. L.P. Shesterkinoi. - M. : Aspekt Press, 2016. - 479 s
2. Cultural-Pragmatic Aspects of Media Texts as An Object of Linguistics [Elektronnyi resurs] = Kul'turno-pragmaticheskie aspekty mediateksta kak ob"ekt medialingvistiki : Sbornik materialov 1 Mezhdunarodnoi nauchno-prakticheskoi konferentsii / Sost. N.V. Poplavskaya, A.A. Kolosova, K. Kkhan; pod red. V.V. Barabasha. - Kniga na angliiskom yazyke; Elektronnye tekstovye dannye. - M. : Izd-vo RUDN, 2016. - 92 s.
3. Yazyk sredstv massovoi informatsii / pod red. M.N. Volodinoi. M.: Al'ma mater, 2018.
4. Dobrosklonskaya T.G. Voprosy izucheniya mediatekstov. M., 2019.
5. Dobrosklonskaya T.G. Yazyk sredstv massovoi informatsii: Uchebnoe posobie. M.: KDU, 2018.
6. Pravila russkoi orfografii i punktuatsii. Polnyi akademicheskii spravochnik / Pod red. V.V. Lopatina. – M.: AST, 2019.
6. Valgina N.S. Funktsional'nye stili russkogo yazyka. M.: Ileksa, 2021.

7. Solganik G.Ya. Prakticheskaya stilistika russkogo yazyka. - M.: Akademiya, 2020.

Additional reading:
1. Kalmykov A.A.. Kakhanova L.A. Internet-zhurnalistika. M., 2005.
2. Krupnov V.V. Yazyk sovremennoi pressy. Anglo-russkii slovar'-spravochnik. M., 1993.
3. Kul'tura mul'timedia. M., 2004.
4. Nazarov M.M. Massovaya kommunikatsiya v sovremennom mire: metodologiya analiza i praktika issledovanii. M., 2000.
5. Pokrovskaya E. V. Gazeta v sovremennoi kul'turno-rechevoi situatsii : kul'tura rechi : yazyk pressy // Rus. rech'. - 2005. - № 5. - S. 69-74.
6. Pocheptsov G.G. Kommunikativnye tekhnologii XX veka. M., 2000.
7. Ter-Minasova S.G. Yazyk i mezhkul'turnaya kommunikatsiya. M., 2000.
8. Chudinov A. P. Politicheskaya lingvistika. M., 2006.
9. Yazyk massovoi i mezhlichnostnoi kommunikatsii. M.: Media-mir, 2007.
10. Yazyk sovremennoi publitsistiki / Sbornik statei pod red. G.Ya. Solganika. M., 2005.

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 seminars on "Language of Media Texts" course.

It is a collective discussion of theoretical issues by master's students under the guidance of the teacher. The main objectives of the practical training are:
- consolidation, deepening and expansion of students' knowledge of the course;
- development of the ability to set and solve intellectual problems and issues;
- improvement of the students' ability to prove their point of view, as well as to prove and refute other judgements;
- demonstration by students of the achieved level of theoretical training;
- development of skills of independent work with literature.
At seminars there are detailed discussions on the basis of the plan, oral questioning of students on the questions of the lesson, listening and discussion of reports (abstracts) of students, colloquium,

solving linguistic problems, etc. The choice of the form of this lesson is determined by the specifics of the topic, the level of training of undergraduates, and is designed to provide the most complete disclosure of the content of the topic under discussion, to achieve the greatest activity of undergraduates. When realising the competence approach in the educational process active forms of conducting classes are used. When studying various topics of the discipline, role-playing and business games, debates, case studies, brainstorming are used.

Active learning methods used in teaching include:

- educational group discussions,

In a learning discussion, the solution to a problem is to be found in the learning process by a given group of people and in a given classroom. The goal is a search process that should lead to objectively known but subjectively, from the students' point of view, new knowledge.

When conducting a discussion, it is necessary that the student participants have a clear understanding of the subject matter, 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, question beforehand. The introductory part is built in such a way as to update the participants' 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 issue in small groups;

 2. Introducing the topic of the conversation through the assignment of one or two participants to make an introductory problem statement that reveals the problem statement;

 3. using a brief pre-talk 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 must be taken to effectively conduct a discussion:

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

2. Determine the order of work when discussing the problem in discussion groups (problem statement; grouping participants into groups, assigning roles in small groups, explaining to the leader what the expected participation of participants in the discussion is; discussing the 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 training sessions.

Educational games help to form such important key qualifications of specialists as communicative abilities, tolerance, teamwork, independent thinking. Training games are built 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 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 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 an free 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.

When applying the role-playing method, the organisers should follow some recommended guidelines:

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 endeavour.

2 The effectiveness of role-playing is determined by the novelty of the experience, so if it is used every chance you get, 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 video recording that will provide feedback and validation.

Academic training is a method of active learning aimed at the development of knowledge, skills, abilities and personal qualities. It is 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 development of professional skills.

- fulfilment of tasks and exercises;

Tasks and exercises are a tool for operational control of students, complementing other forms of work at the practical training.

- case studies

The case study method is a teaching technique that uses descriptions of real economic, social and business situations. Trainees have to analyse the situation, understand the essence of the problems, propose possible solutions and choose the best of them. Case studies are based on real factual material or are close to a real situation.

A training session using methods of problem solving or analysing a specific situation assumes that:

- in the process of individual work students get acquainted with the materials of the situation (task) and prepare their papers on the issues presented in the scheme of analysis;

- in the course of group work (5-6 people each) students coordinate different ideas about the situation, main problems and ways of their solution, find a mutually acceptable variant of the solution, finalise and examine the proposals, draw up the proposal in the form of a text and posters for presentation at the session meeting;

- in the process of sessional work each of the small groups presents its own variant of the solution to the situation (problem), answers questions of the participants of other groups and clarifies its proposals, and after the end of the reports gives an assessment or expresses its attitude to the variants of the solution proposed by other groups.

The outcome of the case study is both oral discussion of the formulated problems and written reports of students. The advantage of written answers to case questions is that it is easier for the teacher to trace the logic of students' problem solving, their ability to use theoretical models, etc. It is often useful to combine both forms.

- brainstorming;

Brainstorming technique:

Students are divided by the instructor into two groups: those who are to propose new variants of the solution of the necessary problem - "generators of ideas", and members of the committee who will process the proposed materials - "critics". The task of the "generators" is to sketch out as many suggestions, ideas about the possibilities of solving the problem under discussion. The ideas can be any, unargumented and even fantastic. The task of the "critics" is to choose the best ideas from the proposed ones.

The procedure for brainstorming sessions consists of the following steps:

1. Formulation of the problem to be solved, justification of the problem to find a solution. Defining the conditions of group work, familiarisation with the rules of behaviour in the brainstorming process. Formation of working groups of 5-7 people and a separate expert group of "critics", whose

responsibilities at the next stage will include the development of criteria, evaluation and selection of the best of the ideas put forward.

2. Warm-up session, i.e. exercises for quick search for answers to questions. The aim of this stage is to help participants to free themselves as much as possible from psycho-logical barriers (awkwardness, shyness, closedness, stiffness, etc.).

3. Working session, i.e. the "storming" of the problem. Once again the tasks are clarified and the rules of behaviour during the work are reminded. Idea generation starts at the signal of the leader in all working groups. One expert is assigned to each group, whose task is to record on the blackboard or a large sheet of paper all the ideas put forward.

4. Expertise - evaluation of the collected ideas and selection of the best ones in the group of "critics" on the basis of criteria developed by them. The working groups take a rest at this time.

5. Summing up - general discussion of the groups' results, presentation of the best ideas, their justification and public defence. Making a general group decision, its recording.

Any participant at each stage of the brainstorming session has the opportunity to speak in a strictly limited amount of time, usually between one and three minutes.

The brainstorming facilitator is not allowed to comment on or evaluate the participants' statements. However, he or she may interrupt a participant if he or she is speaking off-topic or has exhausted the time limit, as well as to clarify the essence of the suggestions made.

The main condition for effective brainstorming sessions is the readiness of students to freely express non-standard solutions. The best results are achieved with certain skills in brainstorming. Therefore, training brainstorming sessions are useful, as they provide students with the rules of brainstorming and skills for real brainstorming (as well as other forms of training).

* 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=2219**.

* 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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