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

SCIENTIFIC COMMUNICATION

(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)

2024

1. COURSE GOAL

The goal of mastering the course "Scientific Communication" is to ensure that students (masters) acquire the basics of knowledge in the field of scientific communication.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) "Scientific Communication" 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)
GPC-1	Systematical theoretical and empirical knowledge about the functioning of the system of the foreign language being studied and the trends of its development, a system of values and ideas inherent in the culture of the countries of the foreign language being studied	GPC-1.1. Uses the values of the culture of the countries of the foreign language that is being studied
		GPC-1.2. Understands the system of theoretical and empirical knowledge about the functioning of the system of the foreign language being studied
		GPC-1.3. Competent use of the trends of the development of the system of the studied foreign language in the professional activity
GPC-2	Notion of the specifics of the foreign-language scientific picture of the world, knows the main features of scientific discourse in Russian and the studied foreign languages	GPC-2.1. Knows the specifics of the foreign language scientific picture of the world.
		GPC-2.2. Possesses and uses the features of scientific discourse in Russian and the studied foreign languages.
GPC-4	Ability to generate and understand speech works in the studied foreign language in oral and written forms in relation to the official, neutral and unofficial registers of communication	GPC-4.1. Ability to generate and understand speech in the foreign language being studied
		GPC-4.2. Ability to speak oral and written forms in various fields of communication
GPC-5	Ability to carry out interlingual and cross-	GPC-5.1. Carries out interlingual and cross-cultural interaction in accordance with the

Competence code	Competence description	Competence development indicators (in the framework of this course)
	cultural interaction in accordance with the conventions of speech communication in a foreign language society, with the rules and traditions of cross-cultural professional communication with native speakers of the studied language	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 language being studied
PC-1	Ability to carry out cross-cultural communication and language mediation in all forms and types, in all spheres of human activity and human society	PC-1.1. Ability to carry out cross-cultural communication and language mediation in oral form in compliance with the norms of oral speech
		PC-1.2. Ability to carry out cross-cultural communication and language mediation in writing in compliance with the norms of written speech
		PC-1.3. Ability to carry out cross-cultural communication and language mediation in the professional activities of a person and society (knows professional terminology, professional jargon and communication style in this professional community)
		PC-1.4. Ability to carry out cross-cultural communication and language mediation in the field of business communication (knows the ethics of business communication, taking into account cultural characteristics)
PC-3	Ability to communicate through the means of language being studied, that is, to transmit thoughts and exchange them in various situations in the process of interaction with other communication participants, correctly using the system of language and speech norms and choosing communicative behavior adequate to the authentic communication situation	PC-3.1. Ability to carry out communication through the means of the language being studied, transmits thoughts and exchanges them in various situations in the process of interaction with other communication participants
		PC-3.2. Competent use of the system of language and speech norms
		PC-3.3. Ability to choose a communicative behavior adequate to an authentic communication situation
		PC-3.4. The system of language and speech norms used and the chosen communicative behavior contributes to the effective achievement of the pragmatic task of communication.

Competence code	Competence description	Competence development indicators (in the framework of this course)
PC-4	Knowledge of the conventions of speech communication in a foreign language society, the rules and traditions of cross-cultural and professional communication with native speakers of the language being studied	PC-4.1. Ability to carry out cross-cultural and professional communication in accordance with the conventions of speech communication in a foreign language society
		PC-4.2. Respect of the rules and traditions of cross-cultural and professional communication with native speakers of the studied language

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course "Scientific Communication" refers to the component of (B1.V.DV.04) 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 "Scientific Communication" 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*
GPC-1	Systematical theoretical and empirical knowledge about the functioning of the system of the foreign language being studied and the trends of its development, a system of values and ideas inherent in the culture of the countries of the foreign language being studied	General Linguistics And The History Of Linguistic Theories ; Professional communication practice (main foreign language); Translation theory; Professional communication practice (second foreign language); Theory and practice of specialized translation; Theory and practice of specialized interpretation; Theory and practice of cross-cultural business communication; Practicum on the culture of professional communication (second foreign language);	

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
		Methods of teaching foreign languages in the format of international exams; Translation of texts in the context of cross-cultural communication; Abstracting and annotating of the specialized texts; Translation analysis of specialized texts; Translation of official documents	
GPC-2	Notion of the specifics of the foreign-language scientific picture of the world, knows the main features of scientific discourse in Russian and the studied foreign languages		Pre-graduate internship
GPC-4	Ability to generate and understand speech works in the studied foreign language in oral and written forms in relation to the official, neutral and unofficial registers of communication	Professional communication practice (main foreign language); Practicum on the culture of professional communication (second foreign language); Practicum on the culture of professional communication (second foreign language); Practicim on the culture of professional communication (main foreign language)	Pedagogical internship Pre-graduate internship
GPC-5	Ability to carry out interlingual and cross-cultural interaction 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	Professional communication practice (main foreign language); Practicum on the culture of professional communication (second foreign language); Practicum on the culture of professional communication (second foreign language); Practicum on the culture of professional communication (main foreign language); Theory and practice of cross-cultural business communication;	

Compet ence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
		Translation of texts in the context of cross-cultural communication; Practicum on Specialized Interpretation	
PC-1	Ability to carry out cross-cultural communication and language mediation in all forms and types, in all spheres of human activity and human society	Translation theory; Professional communication practice (main foreign language); Practicum on the culture of professional communication (second foreign language); Practicum on the culture of professional communication (second foreign language); Practicum on the culture of professional communication (main foreign language); Theory and practice of cross-cultural business communication; Translation of texts in the context of cross-cultural communication; Specialized Interpretation Workshop; Theory and practice of specialized translation; Theory and practice of specialized interpretation; The language of media texts; Translation of texts in the context of cross-cultural communication	Educational internship
PC-3	Ability to communicate through the means of language being studied, that is, to transmit thoughts and exchange them in various situations in the process of interaction with other communication participants, correctly using the system of language and speech	Professional communication practice (main foreign language); Practicum on the culture of professional communication (second foreign language); Practicum on the culture of professional communication (second foreign language); Practicim on the culture of professional communication (main foreign language)	Pedagogical internship

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
	norms and choosing communicative behavior adequate to the authentic communication situation		
PC-4	Knowledge of the conventions of speech communication in a foreign language society, the rules and traditions of cross-cultural and professional communication with native speakers of the language being studied	Professional communication practice (main foreign language); Practicum on the culture of professional communication (second foreign language); Practicim on the culture of professional communication (main foreign language)	

* - - 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 "Scientific Communication" 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		17			17	
Lectures (**LC**)						
Laboratory work (**LW**)						
Practical/seminar classes (**S**)		17			17	
Self-studies, academic hours		64			64	
Evaluation and assessment (exam/pass/fail grading), academic hours		27			27	
Course workload	academic hours	**108**			**108**	
	credits	**3**			**3**	

Table 4.2. Types of academic activities according to the periods of mastering the OP in for __FULL-TIME and PART__-TIME education*

Type of academic activities	TOTAL, academic hours	Semesters/training modules			
		1	2	3	4
Contact, academic hours					

Type of academic activities	TOTAL, academic hours	Semesters/training modules			
		1	2	3	4
Lectures (**LC**)					
Laboratory work (**LW**)					
Practical/seminar classes (**S**)					
Self-studies, academic hours					
Evaluation and assessment (exam/pass/fail grading), academic hours					
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 according to the periods of mastering the OP in for **CORRESPONDENCE** *education**

Type of academic activities	TOTAL, academic hours	Semesters/training modules			
		1	2	3	4
Contact, academic hours					
Lectures (**LC**)					
Laboratory work (**LW**)					
Practical/seminar classes (**S**)					
Self-studies, academic hours					
Evaluation and assessment (exam/pass/fail grading), academic hours					
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. Science as a Communication Domain	Topic 1.1. Scientific speech style in the style system of modern-day language	S
	Topic 1.2. Traditional lectures (informative lectures)	S
	Topic 1.3. History of scientific style formation Role of scientists in forming scientific style. Evolution, key directions of scientific speech development in the 19th-20th centuries	S
Module 2.	Topic 2.1. Scientific terminology. Methods of wordbuilding.	S

Course module title	Course module contents (topics)	Academic activities types*
Scientific Speech Substyles, Sublanguages (Parlances) and Genres	Topic 2.2. Scientific text and its properties. The logical scheme of a scientific texts. Connectors in scientific texts	S
	Topic 2.3. Aspects of scientific style syntax.	S
	Topic 2.4. Quotes in the structure of scientific texts Quotation rules Footnotes arrangement Bibliographic norms	S
	Topic 2.5. Proving and refuting scientific tenets	S
Module 3. Basics of Scientific Text Compression	Topic 3.1. Planning, theses-writing and note-taking	S
	Topic 3.2. Rules of secondary genres arrangement	S
Module 4. Scientific Text Abstracting	Topic 4.1. Types of abstracts in terms of content and intended purpose	S
	Topic 4.2. Abstract structure. Speech standards for abstract writing	S
Module 5. Scientific Text Summarizing (Précis-writing)	Topic 5.1. Functional purpose and types of summaries (précis). Principal summary requirements Summary structural components	S
	Topic 5.2. Bibliographic summaries (popular-scientific, educational)	S
Module 6. Oral forms of scientific communication.	Topic 6.1. Culture of oral presentation.	S
	Topic 6.2. Scientific style norms	
	Topic 6.3. Discussions. Standard expressions for participants of scientific discussions	S

* - filled in only for **FULL**-time study: *LC – lectures; LW – laboratory work; S – seminars.*

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Classroom type	Classroom equipment	Specialized educational/laboratory equipment, software and materials for course study (if necessary)
Seminary	A classrom for conducting seminar-type classes, group and individual consultations, ongoing monitoring and interim certification, equipped with a set of specialized furniture and multimedia presentation equipment.	323 Multimedia projector Casio XJ-M250 Wall-mounted screen Digis Dsob-1106 340

Classroom type	Classroom equipment	Specialized educational/laboratory equipment, software and materials for course study (if necessary)
		Casio XJ-F100W Multimedia projector Wall-mounted screen Digis Dsob-1106 330 Multimedia projector Casio XJ-M250 Wall-mounted screen Digis Dsob-1106
Computer class	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) 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-mounted screen Digis Dsob-1106

* - the audience for independent work of students is **MANDATORY**!

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main reading:

1.   Notina Elena Alexandrovna. Mezh``yazy`kovaya oposredovannaya nauchnaya kommunikaciya. [e`lektronny`j resurs] : Uchebnoe posobie. - M. : Izd-vo RUDN, 2019. - 102 s.
    http://lib.rudn.ru/MegaPro/Web/SearchResult/ToPage/2

2. Grabovskaya T.B. Biblioteka v sisteme nauchny`x kommunikacij. M., MGUKI, 2018, s.35-39.

Additional reading:
1.   Abdikeev N.M. Internet-texnologii v e`konomike znanij. M., INFRA-M, 2018.
2.   Alekseeva A.O. Internet-SMI: teoriya i praktika. M.. Aspekt Press, 2018.

3. Galliulina G.S. Informacionnaya deyatel`nost` v sisteme nauchny`x kommunikacij v posttotalitarnom obshhestve: metodologicheskij aspekt. Chelyabinsk, 2020.

4. 5. Elepov B.S., Lavrik O.L. Razvitie sistemy` nauchny`x kommunikacij i rol` GPNTB SO RAN.//Itogi i perspektivy` nauchnoj raboty` GPNTB SO RAN. Novosibirsk, GPNTB SO RAN, 2017.

6. Internet-texnologii v bankovskom biznese: perspektivy` i riski/Sost. Yudenkov Yu.N. i dr. M.: KnoRus, 2021.

7. Kostina A.V. Internet-soobshhestva. M., URSS, 2011.

8. Rol` informacionny`x texnologij v stanovlenii informacionnogo obshhestva/Pod red. Ivushkinoj E.B. Shaxty`, YuRGUE`S, 2020.

9. Tixonova L.N. Sistema nauchny`x kommunikacij i biblioteki//Rumyancevskie chteniya. M., Pashkov dom, 2017, s.335-341.

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 Guidelines for preparation for classes in the course «"Scientific Communication ».

Practical classes are the main form of organizing the educational process, which is a collective objectives of the practical lesson are:

- consolidation, deepening, and expansion of students' knowledge in the course;

- formation of the ability to set and solve intellectual problems and challenges;

- improvement the ability of students to argue their point of view, as well as to prove and refute other judgments;

- demonstration of the achieved level of theoretical training by students;

- formation of skills for independent work with literature.

In practical classes, detailed conversations are held based on the plan, an oral survey of students on the issues of the lesson, listening to and discussing students' papers (essays), Colloquium classes, solving linguistic problems, etc. The choice of the form of the practical exercise is determined by the specifics of the topic, level of preparation of graduates and aims to provide the most complete disclosure of the content of the topic, the highest activity of

undergraduates. When implementing the competence approach in the educational process, active forms of conducting classes are used. When studying various topics of the course, role-playing and business games, debates, analysis of specific situations (cases), and brainstorming are used.

The used active teaching methods:

- training group discussions,

In the educational discussion, the solution to the problem will be found in the educational process of this group of people and in this audience. The goal is a search process that should lead to objectively known, but subjectively the new knowledge from the point of view of students.

When conducting a discussion, it is necessary that participants clearly understand the subject, the general framework of the discussion, and the procedure to conducting it. When organizing a discussion, the teacher can create a favourable, psychologically comfortable environment. Place participants in a circle. In addition, it is important to clarify the topic or issue in advance. The introductory part is designed to update the participants' knowledge, introduce the necessary information, and provoke interest in the problem.

There are several ways to organize the introductory part of the discussion:

1. A brief preliminary discussion in small groups;

2. introduction of the topic of conversation through a pre-set task for one or two participants

to make an introductory problem message that reveals the problem statement;

3. The use of a brief preliminary survey on the topic.

Any of the options should not take much time, so that you can quickly move on to the discussion.

A number of sequential steps must be taken to effectively conduct the discussion:

1. Assign roles and functions in the discussion group (moderator (organizer), analyst, logger, observer).

2. Determine the order of work when discussing the problem in discussion groups (setting

the problem; dividing participants into groups, assigning roles in small groups, explaining to the

manager what the expected participation of participants in the discussion is; discussing problems in

small groups; presenting the results of the discussion to the entire team; continuing the discussion

and evaluating the results).

- training (business and role-playing) games,

Among the active forms of student education, 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.

Educational games help to form such important key qualifications of specialists as communication skills, tolerance, ability to work in a team, and independent thinking. Educational games are based on the principle of simulating different situations of cognition and communication. Individual fragments of the game can be used directly in the classroom: role-playing, for example, when the student is offered the role of a "polemicist" who asks difficult questions to the speaker, or when the most prepared student is assigned to discuss one of the issues submitted for practical training. A business game requires following certain sequential steps:

The first is to bring the task to the participants. Each participant must have a printed text of the problem (as for the game conditions, you should agree in advance whether they are accepted the same as in real life when solving similar problems, or whether any game changes are made).

The second is creating teams. Teams are formed in any way, and they have the right to assign themselves any names or numbers.

The third is the direct work of 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 made in any form. Choosing the report form is also a game result.

After listening to the reports, it is necessary to evaluate them, compare them, and sum up the results. This is an important part of the learning process.

When using the role-playing method, organizers should follow guidelines:

1. You need to carefully plan a role-play, having literature for developing roles or dossiers of materials for the main roles. It is recommended to have at least two audiences for groups to work in, since role development is a creative process.

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

3. The number of working groups should be small (up to 10 people). This number allows you to create an informal creative environment that promotes productive learning.

4. It is recommended to involve assistants in the role-play. They can be other teachers or graduate students conducting research on the topic of the game.

5. If possible, make a video recording that will provide feedback and confirm certain provisions.

Training is a method of active learning aimed at developing knowledge, skills, and personal qualities. It is an intensive short-term (2 hours) form of training in a group (10-12 people), aimed at mastering the theoretical material, its consolidation, the formation of professional skills.

* 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=11045** .

*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:

Head of the FLD EF		**Malyuga E.N.**
Position, Educational Department	Signature	Name and surname

HEAD OF THE HIGHER EDUCATION PROGRAMME:

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