

*The Federal state autonomous educational institution of higher education  
"Peoples' Friendship University of Russia"*

*Faculty of Philology*

Recommended by ISSC

## **PROGRAM OF DISCIPLINE**

### **Name of the discipline**

Scientific Seminar on Theory of Language and Discourse Analysis

### **Recommended for the direction of training / specialty**

45.06.01 Linguistics and Literature Studies

### **Programs:**

10.02.20 Comparative-and-Historical, Typological and Contrastive Linguistics:  
Typology and Language Classification

10.02.19

**Qualification of a graduate:** Researcher. Teacher-researcher

**Moscow  
2021**

### 1. Goals and objectives of the discipline:

The purpose of the Scientific Seminar is to develop the professional skills of postgraduate students to present the results of self-research work, conduct scientific discussion and participate in the work of a professional research group.

#### Objectives:

- familiarity of post-graduate students with the materials of the most important international and Russian conferences on linguistics and the ability to critically analyze the results of scientific activity of colleagues;
- development of work skills in the context of collective projects, formation of collective responsibility and discipline;
- development of skills in scientific research culture, including copyright rules;
- development of the ability to self-structure and reasoned representation of scientific hypothesis, mastery of methods and techniques of scientific discussion and communication activities in the professional community;
- development of the ability to present the results of one's research professionally and to present them in the form of scientific publications, information and analytical materials and presentations.

### 2. The position of discipline in the structure of the Program:

The discipline refers to the variable part of Block 1 of the Curriculum. The scientific seminar is held for postgraduate students during the first, second and third years of study. The research seminar is closely related to the research of the graduate student as well as to the research practice. The research seminar includes regular classroom sessions on an approved schedule and self-study of postgraduate students, which accounts for most of the postgraduate study time.

Table 1 shows the previous and subsequent disciplines aimed at forming the competences of the discipline in accordance with the competency matrix of the Program.

**Table 1**

**Previous and subsequent disciplines aimed at forming competences**

№	Code and the title of competence	Previous disciplines	Subsequent disciplines
Universal competences (UC)			
	UC-1 the ability of critical analysis and evaluation of modern scientific achievements, generating new ideas while dealing with research and practical tasks including in interdisciplinary fields;	Interdisciplinary Exam, Research Methodology	History and Philosophy of Science, Research Practice, Scientific research
	UC-3 readiness to take part in Russian and international research teams to solve scientific and educational tasks;	Research studies	Russian as a Foreign Language, English, Research Practice, Scientific Research
	UC-5 the ability to set and solve the task of self-development as a professional personality.		History and Philosophy of Science, Pedagogical Practice, Research Practice, Scientific Research
General professional competences (GPC)			
	GPC-1 the ability to perform independent scientific research	Research Methodology	Research Practice, Scientific Research

	activity in the corresponding professional field using modern research methods and IT technologies;		
Professional competences (PC)			
	PC-1 competence in the methodology of both theoretical and experimental research in the fields of philology, linguistics, and contiguous domains of the humanities;	Scientific Research	Scientific Research
	PC-3 mastering of modern scientific paradigm in the fields of linguistics and the ability to integrate and actualize self-research results within the scientific paradigm;	Scientific Research	Russian language, Linguoculturology, Research practice, Scientific research
	PC-6 the ability to demonstrate and apply knowledge in the chosen field of linguistics considering the modern principles of language study (integrity, anthropocentricity, textual centrality, communicativeness, functionality).	Scientific Research	Scientific Research

### 3. The requirements to the results of the discipline:

Participation in the scientific seminar is aimed at the formation of the following universal, general professional and professional competences:

#### Universal Competences

UC-1 the ability of critical analysis and evaluation of modern scientific achievements, generating new ideas while dealing with research and practical tasks including in interdisciplinary fields;

UC-3 readiness to take part in Russian and international research teams to solve scientific and educational tasks;

UC-5 the ability to set and solve the task of self-development as a professional personality;

#### General Professional Competences

GPC-1 the ability to perform independent scientific research activity in the corresponding professional field using modern research methods and IT technologies;

#### Professional Competences

PC-1 competence in the methodology of both theoretical and experimental research in the fields of philology, linguistics, and contiguous domains of the humanities;

PC-3 mastering of modern scientific paradigm in the fields of linguistics and the ability to integrate and actualize self-research results within the scientific paradigm;

PC-6 the ability to demonstrate and apply knowledge in the chosen field of linguistics considering the modern principles of language study (integrity, anthropocentricity, textual centrality, communicativeness, functionality).

#### As a result of studying the discipline the graduate student has to:

**Know:** the main directions of modern linguistics, theoretical foundations and principles of scientific research, basic approaches and methodological principles of research in linguistics, the specifics of methodological culture of the teacher and the scientist, theoretical, empirical methods of organizing scientific research;

**Be able to:** integrate individual scientific research into the scientific paradigm of modern linguistics, use the knowledge about the methods of organizing scientific research in the educational

process, develop recommendations to improve the quality of scientific research in the field of philology, analyze individual professional activities, plan individual research activities;

**Master:** strategy and tactics of applying the acquired knowledge, skills and personal qualities for effective organization of scientific research, skills of conducting independent scientific research and presentation of its main results.

#### 4. The scope of discipline and types of educational work

Total work intensity of discipline is **8** credits

Type of educational work	Hours	Year of study					
		1 term	2 term	3 term	4 term	5 term	6 term
<b>Auditorium classes (totally)</b>	90	8	10	12	24	36	
Including:	-	-	-	-	-	-	-
Seminars (S)	-	8	10	12	24	36	
<b>Individual work (totally)</b>	198	28	26	24	48	72	
Including:	-	-	-	-	-	-	-
<i>Research report on the topic of the study</i>							
<i>Presentation speech</i>							
Total work intensity (hours)	288	36	36	36	72	108	
Credits	8	1	1	1	2	3	

#### 5. Content of the discipline

The scientific seminar is held:

- for postgraduate students of the first, second and third years of study monthly, on a regular day of the week, for 4 hours (one of the weeks is reserved for the participation of postgraduate students in public seminars, lectures of well-known scientists and practitioners).

The work of the scientific seminar unites several cycles of activity:

- a PhD thesis preparation period,
- the period of organizational forms of the scientific seminar
- a period of academic writing and presentation skills
- a period of practical research skills development
- the period of development of individual professional abilities

The first cycle of preparation of the PhD thesis is the main one, it includes other cycles that perform tasks related to the stages of work on the text. The scientific seminar is primarily focused on the preparation of the PhD thesis. The intermediate form of its preparation is a part of the final thesis. The structure of the scientific seminar combines the forms of teaching (discussion, dialogue) part and reporting part, consisting of student presentations.

##### 5.1. Content of the discipline:

№	The title of the section of the discipline	Content of the section
1	PhD thesis preparation period	1 year of study Introduction to planning and organization of dissertation research. Discussion of the choice of the thesis topic and the possible focus of the study. Discussion of research projects of postgraduate works. Discussion

		<p>of abstract databases, electronic library systems, review of scientific and analytical literature. Preparation, discussion and presentation of the work plan.</p> <p>2 and 3 years of study</p> <p>Building an empirical plan for a dissertation research. Discussion of empirical research programs. Collection and processing of empirical data. Presentation of the results of scientific research.</p> <p>Formation of ideas about the principles of self-research. Discussions on the stages of formulating problems and hypotheses. Discussions around the choice of theoretical framework for research to categorize the empirical material. Forums for the presentation of the research paper.</p>
2	The period of organizational forms of the scientific seminar	<p>1, 2, 3 years of study</p> <p>Collection of information on the most important national and foreign scientific events in the selected field of research. Outdoor scientific seminars with visits to round tables, seminars, conferences and subsequent discussion of their content, strategies for scientific discussion used by scientists. Presentation of reports on participation in scientific events. Organization of scientific workshops, master classes in the student audience.</p>
3	Practical research skills development period (report preparation, presentation of research results)	<p>1 year of study</p> <p>Lectures and master classes of the teachers of the profile department on topics close to the focus of scientific research of postgraduate students. Trainings in search of thematic scientific journals, scientific events. Classes on the development of skills for conducting scientific discussions and writing scientific papers.</p> <p>2, 3 years of study</p> <p>Lectures and master classes by invited scientists. Trainings of practical skills of preparation and presentation of scientific report. Participation in public presentations, scientific discussions. Preparation and presentation of a scientific report on the results of individual scientific research. Group consultations with teachers of the relevant department, invited scientists, heads of scientific research.</p>

Seminar rounds	Modules	Year of study		General objectives
		<i>The first year of study</i>	<i>Second and third years of study</i>	
<i>Preparation of a PhD dissertation</i>				
	1	Introduction to planning and organizing a dissertation research	Building an empirical plan for a dissertation research	Formation of ideas about the principles of individual scientific research
	2	Selection of the topic and the general plan of the thesis	Discussion of an empirical research program	Discussions on the stages of formulating problems and hypotheses
	3	Preparation and discussion of a research project, review of scientific and analytical literature	Empirical data collection and processing	Discussions around the choice of a theoretical research for categorizing empirical material
	4	Preparation, discussion and presentation of the	Presentation of a fragment of research	Scientific presentation forums

		work plan	results	
<i>Other forms of research seminar</i>	1	Lectures and master classes of the teachers of the profile department	Lectures and master classes by invited scientists	Preparation and presentation of a scientific report
	2	Trainings on development of individual professional abilities of research work	Practical skills training	Preparation and presentation of a scientific report
	3	Workshops on developing scientific discussion skills and writing academic papers	Participation in public presentations, scientific discussions	General trainings, consultations with the teachers of the profile department, invited scientists, the head of the research

## 5.2. Discipline sections and activities

### 1 year of study

№	The title of the discipline section	Lectures	practical lessons	lab exercises	Seminars	Self-study	Total hours
1.	Candidate's thesis preparation period	-	-	-	6	18	24
2	The period of organizational forms of the scientific seminar	-	-	-	4	10	14
3	Practical research skills development period (report preparation, presentation of research results)	-	-	-	8	26	34
	<b>TOTALLY</b>				18	54	72

### 2 year of study

№	The title of the discipline section	Lectures	practical lessons	lab exercises	Seminars	Self-study	Total hours
1.	Candidate's thesis preparation period	-	-	-	12	32	44
2	The period of organizational forms of the scientific seminar	-	-	-	8	8	16
3	Practical research skills development period (report preparation, presentation of research results)	-	-	-	16	32	48
	<b>TOTALLY</b>				36	72	108

### 3 year of study

№	The title of the discipline section	Lectures	practical lessons	lab exercises	Seminars	Self-study	Total hours
1.	Candidate's thesis preparation period	-	-	-	12	32	44
2	The period of organizational forms of the scientific seminar	-	-	-	8	8	16

3	Practical research skills development period (report preparation, presentation of research results)	-	-	-	16	32	48
	<b>TOTALLY</b>				36	72	108

## 6. Laboratory practice - not provided for

## 7. Seminars

№	№ of the discipline section	Seminar themes	Hours
1.	Candidate's thesis preparation period	Introduction to planning and organization of dissertation research. Discussion of the choice of the thesis topic and the possible focus of the study. Discussion of research projects of postgraduate works.	2
		Discussion of abstract databases, electronic library systems, review of scientific and analytical literature.	2
		Preparation, discussion and presentation of the work plan.	2
		Building an empirical plan for a dissertation study. Discussion of empirical research programs.	4
		Collection and processing of empirical data. Presentation of the results of scientific research.	4
		Formation of ideas about the principles of individual scientific research. Discussions on the stages of formulating problems and hypotheses.	4
		Discussions about the choice of theoretical framework for research to categorize the empirical material.	4
		Forums for the presentation of the research paper.	8
2.	The period of organizational forms of the scientific seminar	1, 2, 3 years of study	
		Collection of information on the most important national and foreign scientific events in the selected field of research.	8
		Outdoor scientific seminars with visits to round tables, seminars, conferences and subsequent discussion of their content, strategies for scientific discussion used by scientists. Presentation of reports on participation in scientific events.	8
3.	Practical research skills development period (report preparation, presentation of research results)	Lectures and master classes of the teachers of the profile department on topics close to the focus of scientific research of postgraduate students.	6
		Trainings in search of thematic scientific journals, scientific events.	4
		Classes on the development of skills for conducting scientific discussions and writing scientific papers.	6
		Lectures and master classes of invited scientists.	6
		Trainings of practical skills of preparation and presentation of scientific report.	6
		Preparation and presentation of scientific reports on the results of individual scientific research.	12

## 8. Material and technical support of discipline:

To conduct classes with the presentation of the results of the individual scientific research graduate students require a classroom for group classes, equipped with multimedia equipment (fixed or portable projector, screen and computer or laptop). The postgraduate program is provided by the availability of a library, including an electronic one, which provides students with access to professional databases, information reference and search systems, as well as other information resources.

## 9. Information support of discipline

### a) Software

Licensed software: Microsoft Office, Microsoft Window

### б) Resources of the Internet:

RUDN electronic library system (ELS) and other ЭБС, to which university students have access on the basis of concluded contracts:

- RUDN electronic library system - <http://lib.rudn.ru/MegaPro/Web>
- ELS "Online University Library" <http://www.biblioclub.ru>
- ELS "You right" <http://www.biblio-online.ru>
- ELS "Student Consultant" [www.studentlibrary.ru](http://www.studentlibrary.ru)
- ELS "Lan" <http://e.lanbook.com/>

## 10. Educational and methodical support of discipline:

### a) Basic literature

1. Ekshembeeva Lyudmila V. Discursive strategy of scientific report and its implementation [Text]: article in English / L.V. Ekshembeeva, M. Musataeva // Bulletin of the Peoples' Friendship University of Russia: Issues of Education: Languages and Specialty. - 2017. - № 14 (1). - С. 9 - 17.
2. Representation in Scientific Practice [Текст] / Edited by Michael Lynch and Steve Woolgar. - Cambridge: The M.I.T. press, 1990. - 365 p.: il. - ISBN 0-262-62076-6
3. Doing Your Research Project: A Guide for First-time Researchers in Education, / Bell Judith. - 5th ed. - New York: McGraw-Hill, 2010. - 277 p. - (Open Up Study Skills). - ISBN 978-0335-23582-7: 1803.40.

### b) Additional literature:

1. RUDN Journal of Language Studies, Semiotics and Semantics <http://journals.rudn.ru/semiotics-semantics>
2. Russian Journal of Linguistics <http://journals.rudn.ru/linguistics>

## 11. The Methodological recommendations for the organization of the study of the discipline:

**In the first year of study** the seminar begins with lectures and master classes, conducted mainly by the head of the scientific seminar and teachers of the department and visiting scientists. Lectures and master classes are devoted to the experience of research work, discussions about the key problems of the research process as a whole. In the course of classes, traditional and latest procedures and techniques of organization and coordination of research projects, work with primary and secondary data are introduced. The main focus is on the peculiarities of research and analytical work. Discussions around scientific issues help postgraduates to select the topic for their thesis and develop a strategic plan for it.

**During the second and third years of study**, a second round of lectures and master classes is held with the involvement of invited practitioners and analysts working in the field of linguistics research. At this stage, the detailed plans of the dissertation work presented by the postgraduates



and some results obtained in the course of individual scientific research are discussed. The seminar discusses the theoretical basis for research.

During the second year of study, a dissertation research program is prepared. Projects are subject to public discussion at special project seminars. The choice of the tool is accompanied by practical skills training.

During the second and third years of study, postgraduates primarily process empirical data. In addition to classes on organizing and conducting research, there can be organized trainings on editing and reviewing of texts, which prepares postgraduates to work on their own text. It also analyzes the existing databases that can be used to write a PhD thesis, in particular, discusses work with the national corpus of Russian language. At this stage, it is especially important to teach postgraduate students to search for interesting, non-trivial connections and peculiarities of the subject under study, to critically assess the boundaries of the use of the chosen theoretical framework, and to understand the limitations of the received material. The seminar works in the mode of personal and collective consultations, during which controversial issues in a particular study are discussed, typical mistakes that should be taken into account when writing a thesis.

During the seminar, postgraduates work not only on the content of the thesis text, but also learn to present its results, ask questions and answer them correctly, and discuss constructively the existing shortcomings of the work. Training in writing and research skills contributes to the improvement of the text. The main purpose of the seminar is to develop professional skills of postgraduates to present the results of independent research work, conduct scientific discussion and participate in the work of a professional research team.

Postgraduate students should be actively involved in all types of work, and in terms of project discussions they become keynote speakers and moderators of discussions. Collaborative work of the scientific seminar throughout the whole period of study is supplemented by discussions and forums, which ensure the inclusion of junior undergraduate students in the discussions and presentations of scientific papers of more experienced graduate students of 3 years of study.

## **12. Fund of assessment tools for intermediate certification of students in the discipline (module).**

Materials for assessing the level of mastering the educational material of the discipline (assessment materials), including a list of competencies indicating the stages of their formation, a description of indicators and criteria for assessing competencies at different stages of their formation, a description of the assessment scales, typical control tasks or other materials necessary for assessing knowledge, skills, skills and (or) experience of activity, characterizing the stages of the formation of competencies in the process of mastering the educational program, methodological materials that determine the procedures for assessing knowledge, skills, skills and (or) experience of activity, characterizing the stages of the formation of competencies, are developed in full and are available for students on the discipline page in the TUIS RUDN.

The program has been drawn up in accordance with the requirements of the ESHE of RUDN University.

### **Author of the Program:**

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