Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
RUDN University

Agrarian and Technological Institute

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

Foreign language for specific purposes

course title

Recommended by the Didactic Council for the Education Field of:

36.05.01 Veterinary

field of studies / speciality code and title

The course instruction is implemented within the professional education programme of higher education:

36.05.01 Veterinary

higher education programme profile/specialisation title

1. GOALS AND OBJECTIVES OF THE COURSE

The aim of mastering the course "**Foreign language for specific purposes**" is development and improvement of the professional and communicative competence of foreign students, which includes linguistic, subject, sociocultural, strategic, compensatory, discursive, speech-behavioral, information and communication competencies as the main components, which ensures the effectiveness of educational and professional communication in Russian, readiness and ability to solve professionally-communicative tasks by means of the studied language.

2. REQUIREMENTS FOR LEARNING OUTCOMES

The implementation of the course "**Foreign language for specific purposes**" is aimed at creating the following competencies (parts of competencies) for students:

Table 2.1. List of competencies formed by students during the development of the course (results of the development of the course)

Competence code	Competence descriptor	Indicators of competence accomplishment (within the course)
GC-4	Is able to communicate in interpersonal and intercultural interaction in Russian as a foreign language and a foreign language on the basis of knowledge of interrelated and interdependent types of reproductive and productive foreign language speech activities, such as listening, speaking, reading, writing and translation in everyday life, socio-cultural, educational-professional, official-business and scientific spheres of communication.	GC-4.1 Selects a style of business communication, depending on the language of communication, the purpose and conditions of the partnership;
		GC-4.2 Adapts speech, communication style, and body language to situations of interaction;
		GC-4.5 Conducts business correspondence in Russian and foreign languages, taking into account the stylistics of formal and informal letters and socio-cultural differences in correspondence format;

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course "**Foreign language for specific purposes**" belongs to the part formed by the participants of educational relations of the block B1of the Educational Program of Higher Education.

As part of the Educational Program of Higher Education, students also master other courses and /or practices that contribute to achieving the planned results of mastering the course "**Foreign language for specific purposes**".

Table 3.1. List of Higher Education Program components courses that contribute to expected learning outcomes

Competence code	Competence descriptor	Previous courses/modules, internships*	Subsequent courses/modules, internships*
GC-4	Is able to communicate in interpersonal and intercultural interaction in Russian as a foreign language and a foreign language on the basis of knowledge of interrelated and interdependent types of reproductive and productive foreign language speech activities, such as listening, speaking, reading, writing and translation in everyday life, socio-cultural, educational-professional, official-business and scientific spheres of communication.	Foreign language Russian as a foreign language	Russian language for special purposes Study practice Preparation for and passing the state exam Russian language

4. COURSE WORKLOAD AND TRAINING ACTIVITIES

Course workload of the course "**Foreign language for specific purposes**" is 3 credits.

*Table 4.1. Types of academic activities during the period of the HE program mastering for **full-time** study*

Types of academic activities	HOURS	Semesters			
		5	-	-	-
Contact academic hours	51	51	-	-	-
including					
Lectures	-	-	-	-	-
Lab work	-	-	-	-	-
Seminars (workshops/tutorials)	51	51	-	-	-
Self-study	47	47	-	-	-
Evaluation and assessment (exam/pass/fail grading)	10	10	-	-	-
Course workload	Academic hour **108**	**108**	-	-	-
	Credit unit **3**	**3**	-	-	-

5. COURSE CONTENTS

Table 5.1 Content of the course (module) by type of academic work

Modules	Content of the modules (topics)	Types of academic activities
Module 1. Animal diseases and their characteristic	Topic 1.1. General characteristics of the disease. The condition for the occurrence of the disease. The reason for the pathological condition. Classification of diseases.	Seminar classes
	Topic 1.2. The clinical picture of the disease: thermal regulation disorders. Types of symptoms. Symptoms and syndromes. Typical symptoms of the disease. The duration of the symptom. Recurrence of symptoms.	Seminar classes
	Topic 1.3. The clinical picture of the disease: digestive disorders. Pain as the main symptom of the disease. The nature of the pain. The power of pain. Duration of pain. The frequency of pain. Localization of pain. Relief of pain.	Seminar classes
	Topic 1.4. The clinical picture of the disease: metabolic disorders. Additional symptoms of the disease. Types of additional symptoms. Characteristics of additional symptoms.	Seminar classes

6. COURSE EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Material and technical support of the course

Classroom for Academic Activity Type	Equipping the classroom	Specialized educational/laboratory equipment, software and materials for the development of the course (if necessary)
Seminary	An auditorium 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.	-
Self-studies	An auditorium for independent work of students (can be used for seminars and consultations), equipped with a set of specialized furniture and computers with access	-

	to an electronic information and educational environment.	

7. RESOURCES RECOMMENDED FOR COURSE STUDIES

Main readings:

1. Veterinary Focus (UK) http://www.veterinaryfocus.com/
2. Exotic DVM veterinary magazine (USA) http://www.exoticdvm.com/
3. American journal of veterinary research (USA) http://avmajournals.avma.org/
4. Animal Behaviour (UK) http://www.asab.org/
5. Journal of the American Veterinary Medical Association (USA) http://avmajournals.avma.org/
6. Journal of Veterinary Internal Medicine (USA) http://www.acvim.org/
7. Veterinary pathology (USA) http://vet.sagepub.com/
8. Notina E.A., Bykova I.A., Ulumdzhieva V.E., Byakhova V.M., Likhacheva I.F., Yurieva E.A., Yablonskaya M.I. English in the field of agriculture.

Additional Readings:

1. Byakhova V.M., Notina E.A., Ulumdzhieva V.E. "Veterinary medicine in English", 2014
2. Neil O' Sullivan James D. Libbin Sanger paths: agriculture, Express Publishing, 2011
3. Komarova E.N. English for specialty "Zootechnics" and "Veterinary", "Academy", Moscow, 2010
4. Pudovkina L.N. English for veterinarians: textbook for students of specialty "Veterinary" / Astrakhan : Astrakhan State University, Publishing House "Astrakhan University", 2011. - 81 c.
5. Neil O' Sullivan James D. Libbin Sagers: agriculture, Express Publishing, 2011Komarova E.N. English for the specialty "Zootechnics" and "Veterinary", "Academy", Moscow, 2010.
6. Pudovkina L.N. English for veterinarians: textbook for students of specialty "Veterinary" / Astrakhan : Astrakhan State University, Publishing House "Astrakhan University", 2011. - 81 c.
7. Glendinning Eric H., Howard Ron. Professional English in Use Medicine. Cambridge. 2011, 167 p.
8. Chabner Davi-Ellen. The Language of Medicine. Ninth edition. - Saint Louis, Mo.: Saunders Elsevier, 2011. - 1036 p.:
9. Ehrlich Ann, Schroeder Carol L. Medical Terminology for Health Professions. 7th edition. - Cengage Learning, 2012. - 688 p.
10. Evans Virginia, Dooley Jenny. Medical career paths. Book 1. Express publishing, 2012. - 124 p.
11. Evans Virginia. Nursing: Teacher's Book. Express Publishing, 2011. - 41 p
12. Gylys Barbara A., Masters Regina M. Medical Terminology Simplified. A Programmed Learning Approach by Body Systems.
13. Publisher: E. A. Davis. 2014 - 672p.
14. Gylys Barbara A., Wedding Mary Ellen. Medical Terminology Systems: A Body Systems Approach.
15. DavisPlus. 7 edition. 2013. - 624 p
16. R. Murpthy Essential English Grammar. A self-study reference and practice book for intermediate students of English, Cambridge University Press, 2012. - 299 p.
17. McCarthy Michael, O'Dell Felicity English Vocabulary in Use Elementary 2nd edition. Cambridge, 2010.

18. Utevskaya N. L. Englisl Grammar Book. Version 2.0 / English Grammar. Version 2.0: Textbook. - SPb.: Anthology, 2011. - 480 c.

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/
Educational and methodological materials for independent work of students during the development of the course/ module*:
1. A course of lectures on the course "**Foreign language for specific purposes**".
2. Seminar workshop on the course "**Foreign language for specific purposes**".
* - The training toolkit and guidelines for the internship are placed on the internship 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 AS COURSE RESULTS

The assessment toolkit and the grading system* to evaluate the level of competences (competences in part) formation as the course results are specified in the Appendix to the course syllabus.

* 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).

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