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

Law Institute, Foreign Languages Department

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

COURSE SYLLABUS

Discourse and Argumentation (in English)

course title

Recommended by the Didactic Council for the Education Field of:

45.04.02. Linguistics

field of studies / speciality code and title

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

Legal Translation and Interpreting

higher education programme profile/specialisation title

1. COURSE GOAL(s)

The main purpose is to introduce students to the discourse analysis and the theory of legal argumentation.

The content of the course is designed to provide students with the basic theoretical knowledge of the discipline; students are to acquire skills of professional discourse analysis for further application of the gained knowledge to specific translation tasks. Special emphasis is laid on the interpretative analysis of court reasoning which enables students to master the effective techniques and models of persuasive argumentation prevalent in English speaking professional community.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course *Discourse and Argumentation (in English)* is aimed at the Master's students' formation of the following competencies (part of competencies):

Table 2.1. List of competencesthat students acquire through the coursestudy

Competence code	Competence descriptor	Competence formation indicators (within this course)
GPC-2	Knows the specifics of foreign scientific worldview and masters the academic discourse in Russian and foreign languages being learnt	GPC 2.1. Knows the specifics of the scientific picture of the world and the components of its discursive modeling in Russian and the foreign languages being learnt
		GPC-2.2. Masters comprehensive tools to produce academic discourse in Russian and foreign languages

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course *Discourse and Argumentation (in English)* refers to the core/variable/<u>elective</u>* component of (B1) block of the higher educational programme curriculum.

* - Underline whatever applicable.

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 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 descriptor	Previous courses/modules*	Subsequent courses/modules*
GPC-2	Knows the specifics of foreign scientific worldview and masters the academic discourse in Russian and foreign languages being learnt	1.History and Methodology of Research in Linguistics (in English); 2. Pedagogics and Psychology of HE (in English)	1. General Linguistics and History of Linguistic Studies (in English); 2. Quantitative Linguistics and IT (in English); 3. Legal Translation Studies (in English;

Compet ence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
			4. Didactics of Specialized Translation Skills Training / Methodology of Foreign Language Teaching; 5. Research work; 6. Teaching Internship

* To be filled in according to the competence matrix of the higher education programme.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

1)The total workload of the course *Discourse and Argumentation (in English)* is 2 credits (72 academic hours).

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (__**full-time training**__)**

Type of academic activities	Totalacademi c hours	Semesters/training modules			
		1	2	3	4
Contact academic hours	16	-	16		
Seminars (workshops/tutorials) (S)	16	-	16		
Self-studies	38	-	38		
Evaluation and assessment (exam/passing/failing grade)	18	-	18		
Course workload	academi c hours_	**72**	**-**	**72**		
	credits	**2**	**-**	**2**		

5. COURSE CONTENTS

Table 5.1. Course contents and academic activitiestypes

Course module title	Course module contents (topics)	Academic activitiestypes
1. Discourse Study: Introduction (the notion of discourse. Basic approaches to the discourse study).	Topic 1.1. Key concepts and definitions. Interdisciplinary nature of discourse.	S
	Topic 1.2. Approaches to Discourse Study (communicative, pragmatic, cognitive, linguistic)	S
2. Legal Discourse. Language and Law	Topic 2.1. Characteristics of legal discourse. Legal terminology. Legalese. Plain English movement.	S
	Topic 2.2. Legal discourse as discourse of power.	S
3. Genre structure of	Topic 3.1. Legal register and genres of legal	S

Course module title	Course module contents (topics)	Academic activitiestypes
legal discourse.	discourse.	
	Topic 3.2. Lexis and grammatical features of legal register.	S
	Topic 3.3. Methods (models) of legal genres description	S
4. Interpretation of legal discourse. Relevance Theory	Topic 4.1. Syntactic, semantic and pragmatic levels of legal text analysis	S
	Topic 4.2. Cognitive approach to interpretation of a legal text. Frames..	S
	Topic 4.3. Relevance Theory (Sperber &Wilson). Contextual effects.	S
	Topic 4.4. Cohesion and coherence of discourse.	S
5. Legal argumentation. The structure of argument. Court reasoning	Topic 5.1. The concept of argumentation. Approaches to argumentation study. Legal argumentation. Argumentative specificity of legal discourse. Cognitive aspects of argumentation. Typology of arguments. The Toulmin Model of Argumentation.	S
	Topic 5.2. Specific characteristics of court reasoning. Evidentiality. Inter-text. Linguistic and cognitive analysis of legal argumentation: argumentative frames. Strategies of legal argumentation	S
6. Linguistic features of legal argumentation	Topic 6.1 Levels of language system. The concept of metalanguage.	S
	Topic 6.2 Content structure of an argumentative frame	S
	Topic 6.3 Linguistic means of argumentative frame representation.	S
7. Argumentative analysis of court opinion	Topic 7.1 Practice: case study	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

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for coursestudy (if necessary)
Lecture	Alecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Lab work	A classroom for laboratory work, individual consultations, current and mid-term assessment; equipped with a set of specialised	

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for coursestudy (if necessary)
	furniture and machinery.	
Seminar	A classroom for conducting seminars, group and individual consultations, current andmid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector Marker board WiFi, specialized software: Trados
Computer Lab	A classroom for conducting classes, group and individual consultations, current andmid-term assessment, equipped with personal computers (in the amount of _____pcs), a board (screen) and technical means of multimedia presentations.	
Self-studies	Aclassroom 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.	A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector Marker board WiFi

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

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:
1. Johnstone, B. (2017). *Discourse analysis*. John Wiley & Sons.
2. Feteris, E. T., Feteris, & Olivier. (2017). *Fundamentals of legal argumentation* (Vol. 1). Dordrecht, The Netherlands:: Springer.
3. Goldberg, A. E., & Approach, C. A. C. G. M. (2020). *Argument structure* (Vol. 23, p. 59). John Benjamins Publishing Company.
4. Van Dijk, T. A. (2019). *Macrostructures: An interdisciplinary study of global structures in discourse, interaction, and cognition*. Routledge.

Additional readings:
1. Reznitskaya, A., & Wilkinson, I. A. (2017). *The Most Reasonable Answer: Helping Students Build Better Arguments Together*. Harvard Education Press. 8 Story Street First Floor, Cambridge, MA 02138.
2. Atkinson, K., Baroni, P., Giacomin, M., Hunter, A., Prakken, H., Reed, C., ... & Villata, S. (2017). Towards artificial argumentation. *AI magazine*, *38*(3), 25-36.
3. Conley, J. M., O'Barr, W. M., & Riner, R. C. (2019). *Just words: Law, language, and power*. University of Chicago Press.
4. Semenova, E. V., & Essina, I. Y. (2017). Interpretation and application of legal English language units in practice. *Russian Linguistic Bulletin*, (1 (9)), 42-44.

5. Дворцевая, А. В., & Кубракова, М. В. (2021). Linguistic factors of translation of the English legal discourse.

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"
- Teun A. van Dijk http://www.discourses.org
-LANGUAGEandLAW
- THE NATURE OF LEGAL ANGUAGE
http://www.languageandlaw.org/NATURE.HTM
- *Training toolkit for self- studies to master the course *:

* The training toolkit for self- studies to master the course isplaced   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 LEVELUPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completionare 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).

DEVELOPERS:

Associate Professor of Foreign Languages Department

L.Yu.Luitskovskaia

_____	_____	_____
position, department	signature	name and surname
_____	_____	_____
position, department	signature	name and surname
_____	_____	_____
position, department	signature	name and surname

HEAD OF EDUCATIONAL DEPARTMENT:
Head of Foreign Languages

Department

A.A. Atabekova

name of department	signature	name and surname

HEAD
OF HIGHER EDUCATION PROGRAMME:
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