

Federal State Autonomous Educational Institution of Higher Education  
«Peoples' Friendship University of Russia»

*Medical Institute*

Recommended MCSD

**SYLLABUS**  
(STUDY GUIDE)

**Subject**

**Rhetoric**

**Recommended for the direction of training (specialty)**

**31.05.01 General Medicine**

**Program (profile, specialization)**

**General Medicine**

## 1. Objectives and discipline problems:

*Goals:* To form skills of verbal craftsmanship, culture and art of public speaking and dialogical interaction in the typical activities of a doctor communicative situations.

*Discipline tasks:*

— mastering basic concepts of medical rhetoric (oratory, rhetoric, elocution, rhetorical canon, communicative competence etc.), to form a picture of the place of rhetoric in the system of verbal forms of culture;

— teaching the basics of classical rhetoric in aspect of future professional activity of a specialist working in the field of medicine;

— deepening and systematization of linguistic, socio-cultural, rhetorical knowledge required for the formation of communicative competence of the future doctor (types of communication, verbal and nonverbal communication, communication barriers, the principles of professional and communicative cooperation, etc.);

— mastering the strategies and tactics of speech behavior in a variety of forms and types of communication that are relevant to the future doctor (written, verbal forms and genres of speech; monological, dialogical, polylogical kinds of speech);

— raising the level of culture of speech behavior in the areas of oral and written professional (medical) communication;

— formation of the rhetorical skills necessary for successful communication for the areas relevant to the specialist (household, legal, scientific, political, social and state).

## 2. Place of the discipline in the structure of the educational programme

Discipline «Rhetoric»

refers to the disciplines of the choice of the variable part of Block 1.

Table 1 shows the previous and subsequent disciplines aimed at the formation of discipline competencies in accordance with the competence matrix of EP HE.

Table № 1

### Preceding and following the discipline aimed at creating competencies

Item №	Code and name of the competence	Previous disciplines	Subsequent disciplines (groups of disciplines)
Cultural competence			
1	UK-4. UK-4.1. UK-4.2. UK-4.3. UK-5. UK-5.1. UK-5.2.	"Russian as a foreign language" (II certification level of proficiency in RFL) "Russian language and culture of speech"	

## 3. The process of studying the discipline is aimed at the formation of the following competencies:

Table 2

## Formed competencies

Competencies	Name of competence	Indicators of achievement of competencies
UK-4	Being able to apply modern communication technologies, including in a foreign language/foreign languages to interact in academic and professional areas	UC-4.1. Defending their stance and ideas in a well-argued and constructive manner in academic and professional discussions in the state language of the Russian Federation and in a foreign language. UC-4.2. Making up, translating and editing various academic texts (reference works, essays, reviews, articles, etc.), including in a foreign language. UC-4.3. Presenting the results of the academic and professional activity at various public events, including the international ones, choosing the most suitable format.
UK-5	Being able to analyse and take into account cultural diversity in the process of intercultural communication	UC-5.1. Understanding communication rules, traditions and norms of foreign countries. UC-5.2. Mastering the skills of carrying on business correspondence in a foreign language.

## As a result of studying the discipline « Rhetoric» has to:

**Know:**

- the basic concepts of modern rhetoric;
- kinds and species of eloquence, especially medical eloquence;
- phases of rhetorical canon;
- rhetorical paths, rhetorical figures and their roles in the speech;
- main types of arguments;
- ways to organize effective dialogue within the framework of professional communication;
- principles and methods for constructing speech interactions with different types of audiences;
- rhetorical techniques of persuasion and the rules for their application in the sphere of professional communication.

**Be able to:**

- distinguish the main types of eloquence;
- analyze speech of renowned speakers;
- use verbal and nonverbal techniques of oratory;
- use linguistic means of contact and impact on the audience;
- rhetorically solve the problem, taking into account the peculiarities of speech situation (the participants, the nature of relationships, goals, circumstances, etc.);
- correctly formulate questions and answers in the framework of the business conversation;
- argue their position;
- voice control and speech cooking apparatus to work;
- monitor their own breathing and diction;

- to determine the required rate of speech;
- analyze and evaluate their own and others' speech from the point of view of expediency;
- edit their own and others' speech, in accordance with the requirements of eloquence;
- to predict the nature of speech perception interlocutor and involve rhetorical techniques of persuasion;
- act with self-prepared report, engage in dialogue, conversation, discussion;
- public speaking;
- be able to establish the visual, emotional and intellectual contact with the audience;

**Own:**

- culture of professional communication;
- skills and abilities compilation of speeches of various genera and species of eloquence;
- skills and abilities of socio-cultural cooperation and teamwork;
- preparation procedure for a public performance;
- techniques to attract the audience's attention;
- skills to compile and analyze professionally significant statements;
- ways of organizing effective verbal interaction with the destination for professional speech problems;
- methods of argument and means of persuasion in communication with the interlocutor;
- methods of improving speech technology.

**4. The volume of disciplines and types of training work**

Total labor discipline is 2 credit units.

Type of academic work	Total hours	Terms
		3
<b>Class hours (total)</b>	<b>34</b>	<b>34</b>
Including:		
Summarizing and overview lecture		
Practical lessons	34	34
<b>Independent work (total)</b>	<b>38</b>	<b>38</b>
Including:		
Independent study of recommended topics	38	38
<b>Total labor</b>	<b>72</b>	<b>72</b>
<b>credits</b>	<b>2</b>	<b>2</b>

**5. Contents of discipline**

**5.1. The contents of the sections of discipline:**

Number of section	Section title	In this section
1.	<b>Rhetoric as a discipline</b>	Rhetoric as a scientific discipline and as the art of eloquence. A brief history of the development of oratory. Speakers Ancient Greece and Ancient Rome: Cicero, Aristotle, Quintilian, Plato, Socrates, etc. Famous Russian speakers.

2.	<b>Main types of performances. The rhetoric of dialogue</b>	Report, message, performance, lecture, conversation. Rules for speakers. Main principles of communication. Speech techniques
3.	<b>Discussion, polemics: specific features, tactics and means of harmonization.</b>	Forms of polemical dialogues. The strategy dispute. Tactical (polemical) methods of conducting a dispute. Tactics of harmonization of polemical communication
4.	<b>Business rhetoric: basic concepts</b>	Oral and written genres of business communication. Non-verbal means of business rhetoric.
5.	<b>The concept of argumentation. Argumentation strategies and tactics</b>	The concept of argumentation. Goals and methods of argumentation. General rules and techniques for effective argumentation
6.	<b>The concept of speech impact</b>	Speech impact. Methods of speech influence on the personality
7.	<b>Strategies and tactics of persuasion in educational and administrative communication.</b>	Speech strategies and tactics. Conviction. Conviction strategies The rules of persuasion
8	<b>Strategies for tolerant educational and administrative communication</b>	Tolerance. The criteria of tolerance Strategies.

## 5.2. Discipline sections and occupations

number section (Topics)	Section title (subject)	Practical lessons	Self work	Total hours
1.	Rhetoric as a discipline	4	4	8
2.	<b>Main types of performances. The rhetoric of dialogue</b>	4	4	8
3.	<b>Discussion, polemics: specific features, tactics and means of harmonization.</b>	4	4	8
4.	<b>Business rhetoric: basic concepts</b>	4	4	8
5.	<b>The concept of argumentation. Argumentation strategies and tactics</b>	4	4	8
6.	<b>The concept of speech impact</b>	4	4	8
7.	<b>Strategies and tactics of persuasion in educational and administrative communication.</b>	4	4	8
8	<b>Strategies for tolerant educational and administrative communication</b>	4	4	8
9	Final test	2	4	6
<b>TOTAL</b>		<b>34</b>	<b>38</b>	<b>72</b>

## 6. Laboratory practice (not provided)

## 7. Practical lessons

number section (Topics)	Theme workshops	labor content (hour.)
1.	Rhetoric as a scientific discipline and as the art of eloquence. A brief history of the development of oratory. Speakers Ancient Greece and Ancient Rome: Cicero, Aristotle, Quintilian, Plato, Socrates, etc. Famous Russian speakers.	8
2.	Report, message, performance, lecture, conversation. Rules for speakers. Main principles of communication. Speech techniques	8
3.	Forms of polemical dialogues. The strategy dispute. Tactical (polemical) methods of conducting a dispute. Tactics of harmonization of polemical communication	8
4.	Oral and written genres of business communication. Non-verbal means of business rhetoric.	8
5.	The concept of argumentation. Goals and methods of argumentation. General rules and techniques for effective argumentation	8
6.	Speech impact. Methods of speech influence on the personality	8

7.	Speech strategies and tactics. Conviction. Conviction strategies The rules of persuasion	8
8	Tolerance. The criteria of tolerance Strategies.	8

### 8. Inventory and logistics management of the discipline:

Sl.No.	Objects, disciplines (modules) in accordance with the curriculum	Name-equipped classrooms, facilities for practical lessons with a list of the main hardware and / or software	Actual Address classrooms and objects	Ownership, use (ownership, operative management, leasing uncompensated use, etc.).
1.	Rhetoric (entrance test, the final test)	Comp. classes Medical Institute	Str. Mikluho-Maklaya, 10	operational control
2.	Rhetoric (practical exercises)	Training Aud. 374.375, 376 (Multimedia projector, a personal computer, audio, video).	Str. Mikluho-Maclaya, 10	operational control

### 9. Information Support of the discipline:

#### a) software:

1. computer testing program.

#### b) e-learning resources, databases, information and referral and search engines:

1. Electron library ore systems.
2. Learning portal PFUR (<http://web-local.rudn.ru>).
3. Scientific Electronic Library (<http://elibrary.ru/defaultx.asp>).
4. Universal Library ONLINE (<http://biblioclub.ru>).
5. Electronic Journals Library Elsevier (<http://www.elsevier.com/about/open-access/open-archives>).

### 10. Methodological support of the discipline:

#### Main literature

- 1 Baryshnikova E. N. What is speech culture? Russian language: Guidelines for the course "Russian language and culture of speech" for foreign students studying in Russian universities / E. N. Baryshnikova, N. In. Ryzhova. - M. : publishing house of PFUR,2008. [http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn\\_FindDoc&id=364508&idb=0](http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=364508&idb=0)
- 2 Innovations in education professional writing-business communication [electronic resource] : textbook / V. B. Kurylenko. - M. : publishing house of PFUR,2008 [http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn\\_FindDoc&id=289014&idb=0](http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=289014&idb=0)
- 3 Lysakova, M. V. Russian language and speech culture: textbook / M. V. Lysakova. - Electronic text data. - Moscow: Publishing house of RUDN, 2017. - 110 p. [http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn\\_FindDoc&id=470008&idb=0](http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=470008&idb=0)
- 4 Gavrilova N. Ah. Russian language and culture of speech. Textbook. SPb.: Publishing house: LAN, 2017. - 264 p. [http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn\\_FindDoc&id=465020&idb=0](http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=465020&idb=0)

#### Additional literature

- 1 Alexandrov D.N. rhetoric, eloquence or Russian. - M., 2003. - 351 p.
- 2 Annushkin V.I. Russian rhetoric: the historical aspect: Textbook. manual for schools. - Moscow: Higher School, 2003. - 397 p.
- 3 Belogurova V.A. Culture speech health worker: a tutorial. 2nd ed., Rev. and ext. - M.; SPb. : Nestor History, 2014. - 332 p.
- 4 Daletskii Ch. Rhetoric: conspiracy, and I'll tell you who you are: the manual. - Moscow: 2003. - 488 p.

- 5 Krasnov A.F. Medical rhetoric: elective. Proc. For higher. and environments. honey. wk. / A.F .Krasnov, I. N. Denisov, RB Akhmedzyanov; M-Ros in health. Federation, Samara. state. honey. Univ. - MA: Commonwealth Plus 2005 (Type Ltd. Commonwealth Plus.). - 396 with.
- 6 Hooks R.V. Rhetoric: Lectures: A Handbook for preparing for exams. - M: A - Prior, 2007. - 176 p.
- 7 Culture Russian speech: Textbook for Universities / S.I. Vinogradov [et al.]; holes. Ed. : LK Graudina, E. Shiryayev. - M: NORMA, 2003. - 549 p.
- 8 Petrov O.V. Rhetoric: A Textbook. - M., 2006. - 424 p.
- 9 Filippov N.N. Rhetoric: concepts and exercises: A manual for students of higher educational institutions. - Moscow: Academy, 2005. - 160 p.

### **Dictionaries and Reference**

1. Burns S.I. Russian dictionary. (Any edition).
2. Burns S.I., Shvedova N.Y. Dictionary of Russian language 8000 words and frazeol. Expressions / Russian Academy of Sciences. Institute of Russian Language. VV Vinogradov. 4th ed., Ext. - M.: Azbukovnik 1999.
3. Alexandrova Z.E. Russian Thesaurus. Any edition.
4. Vvedenskaya L.A. Thesaurus of the Russian language. - Rostov n / D: Phoenix, 1995.
5. Kolesnikov N.P. homonyms dictionary. - Rostov n / D: Phoenix, 1995.
6. Pronouncing dictionary of the Russian language: Pronunciation, stress, grammatical forms / S.N. Borunova, V.L. Vorontsov, N.A. Eskova / Ed. R.I. Avanesov; Russian Academy of Sciences. Institute of Russian. lang. - M.: Russian language 1997.
7. Vakurov V.N., Rakhmanov L.I., Tolstoy N.V., N.I. Formanovskaya The difficulties of the Russian language. Glossary Directory / Ed. L.I. Rahmanova. 3rd ed., Rev. and ext. - M.: Publishing. MSU 1994.
8. Collocations Dictionary of Russian language. 2nd ed., Rev. - M.: Russian language 1983.
9. Phrasebook Russian language / ed. A.I. Molotkova. 6th ed. - M.: Russian language 1997.
10. Ashukin N.S., Ashukina M.G. Winged words: winged words, literary quotes, figurative expressions. 4th ed., Ext. - M.: Fiction 1988.
11. Modern dictionary of foreign words: Ok. 20000 words. 2nd ed. Sr. - M.: Russian language 1999.

## **11. Metodological instructive regulations**

### **11.1. Methodical instructions for teachers.**

The methodological basis of the course "rhetoric" integrates cognitive-discursive, competency, andragogical, culture-congruent, professional and student-centered approaches.

*Discursive orientation* involves the selection and organization of the educational material including all significant (proper linguistic, sociolinguistic, linguocultural et al.) of professional characteristics rhetorical aspect (medical) communication.

*Cognitive component* identified the need to integrate the data of cognitive science, psycholinguistics, neurolinguistics (combining neuropsychology and linguistics and to provide scientific data on neuropsychological speech psychology, structure and function of speech) accounting principles of the theory of knowledge, cognitive styles, kognotypes and other significant cognitive parameters of professional discourse.

In accordance with the culture-congruent approach content section and the course includes work on rhetorical aspects of professional (medical) communication, having national and socio-cultural conditioning and significance.

*Andragogical approach* It led to such a construction of the course, which meets the needs and takes into account the specifics of linguocultural adult education students.

*Professionally oriented approach* determined strict pragmatic of the orientation of the selection and organization of educational materials that provide targeting and increases the relevance of the course "rhetoric." The course is based on data on the professional communication needs of professionals, resulting from surveys and questionnaires. The authors tried to select and present the material, necessary

and sufficient for the formation of professional communicative competence of future medical professionals.

Requirements of a student-centered approach meets the innovative structure of the course, developed on the basis of modular technology: proposed study material can be incorporated into language-formative process as a whole or selectively, depending on the goals and objectives of training, contingent specifics of individual educational route trainee.

It is also characteristic of intersubject content (linguistics, sociolinguistics, pragmalinguistics, Psycholinguistics, Neurolinguistics, cognitive science, discourse analysis, psychology, conflict management, professional technique and communicative education).

### **Organizational and methodological structure of the course**

The program has a modular structure. Each module of the program includes practical exercises, checklists, recommendations and materials for self-study. Practical exercises are conducted in an interactive manner with the use of multimedia presentations and other means of media visibility. Practical classes are held in the following forms:

- role-playing games;
- round table;
- master class;
- training;
- presentation;
- discussion-debate;
- lesson in the computer lab.

#### **11.2. Methodical instructions for students to develop the discipline.**

From students requires mandatory attendance, performance of tasks within the classroom and independent work using the recommended textbooks and manuals, electronic educational resources, databases, directory and search of electronic systems.

When certification is assessed the quality of the students in the classroom, completeness and quality of the assignment for independent work, the ability to solve professional-communicative tasks related to the rhetorical aspects of health communication.

At the workshops in the classrooms are trained rhetorical component of professional (medical) communication with multimedia equipment (computer, projector).

Independent work during extracurricular hours can take place both in the classroom of the Department, and in the computer lab of the Medical Institute, where students can complete assignments on materials developed by teachers of the department. Extracurricular independent work involves performing a specially designed task blocks, progress reports on the proposed topics, preparations for the implementation of control works (including in the form of tests).

Training materials in electronic format on a number of topics studied posted on the website of the department, in a private office staff at People's Friendship University Educational portal, in Tunis, on the local resources of electron library ore systems. Presentations on topics sessions can be recorded on a CD or flash card for independent work of students on a home computer.

#### *Academic ethics*

In the preparation of creative works is necessary to comply with the requirements of academic ethics.

All available in the creative work of the footnotes carefully calibrate and referencing the source of information. Direct quotes are in quotation marks and are accompanied by the corresponding footnotes.

It is unacceptable to include in its work excerpts from the works of other authors without it, retell someone else's work close to the text without reference to it, use someone else's ideas without specifying the source. This also applies to sources found on the Internet. In this case, you must specify the full address of the site. If your site is a source name, publication, author's name, the relevant data must also



be specified in the footnotes and the list of sources and literature used in the preparation of the creative work. At the end of the work it is given an exhaustive list of all sources used.

Any plagiarism, i.e. the use of any source without reference to the author, should be excluded.

## **12. Fund of assessment tools for intermediate certification of students in the discipline "Rhetoric"**

Materials for assessing the level of mastering the educational material of the discipline "Rhetoric" (evaluation materials), including a list of competencies with an indication of the stages of their formation, a description of indicators and criteria for assessing competencies at various stages of their formation, a description of the assessment scales, standard control tasks or other materials necessary for the assessment of knowledge, abilities, skills and (or) experience of activities, 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 activities that characterize the stages of formation of competencies, developed in full and available for students on the discipline page at TUIS RUDN.

The program is compiled in accordance with the requirements of the FSES HE.

### **Developers:**

Associate professor  
Russian Language Department

Yu.N. Biryukova

Head of Department  
Russian Language Department

V.B. Kurilenko

**The head of the Program**

**I.V. Radysh**