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

Law Institute, Russian Language Institute

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

COURSE SYLLABUS

Russian Language (for foreign students)

course title

Recommended by the Didactic Council for the Education Field of:

40.03.01. Law

field of studies / speciality code and title

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

Bachelor of Laws (LLB)

higher education programme profile/specialisation title

1. COURSE GOAL(s)

The main purpose is to introduce students to the academic writing environment, to equip students with knowledge, skills and abilities to operate as University-caliber writers.

The aim of the Russian as a Foreign Language discipline is to develop a multicultural, multilingual student of an internationally oriented higher education institution.

The course is designed for training Bachelor's students (first and second years) and is aimed at developing foreign students' speaking and writing skills and abilities in the Russian language that allow them to successfully participate in various spheres and sub-spheres of the special language application, to have legally competent, scientifically based approach to the analysis of theoretical and practical Russian language issues in arising at different stages of legal training, formation and development of communicative and speech competences of an interlocutor.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course is aimed at the Bachelor'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)
GC-4	Is capable of interpersonal and intercultural communication in Russian as a foreign language as well as in foreign languages based on the mastery of interconnected and interdependent passive and active language skills such as listening, speaking, reading, writing and translation in everyday situations, sociocultural, educational and professional, formal, business and academic communication settings.	GC-4.1. Chooses the style of business communication depending on the language of communication, the goals and conditions of the partnership;
		GC-4.2. Adjusts speech, communication style and body language to the interaction;
		GC-4.3. Searches for the information necessary to solve standard communicative tasks in Russian and foreign languages;
		GC-4.4. Translates professional texts from a foreign language into Russian and vice versa;
		GC-4.6. Uses dialogue to collaborate in an academic setting considering the personality of the speakers, their communicative strategy and tactics, as well as the formality of the situation;
		GC-4.7. Formulates and explains their assessment of the main ideas of the dialogue (discussion) participants according to the needs of joint activities.

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the core* 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

Code	Name of competence	Previous disciplines/modules, internships*	Subsequent disciplines/modules, internships*
GC-4	Is capable of interpersonal and intercultural communication in Russian as a foreign language as well as in foreign languages based on the mastery of interconnected and interdependent passive and active language skills such as listening, speaking, reading, writing and translation in everyday situations, sociocultural, educational and professional, formal, business and academic communication settings.	Legal professional skills	Argumentation techniques in legal practice Logical devices and mistakes in legal practice Skills in analysing facts and jurisprudence Lawyer's oratory (for international students) Fundamentals of rhetoric and communication Russian language and culture of speech (for foreign students) Russian language in the field of law Skills in analysing facts and jurisprudence

* 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 is 8 credits (288 academic hours).

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

Type of academic activities	Totalacademic hours	Semesters/training modules							
		1	2	3	4	5	6	7	8
Contact academic hours	132	18	16	18	16	18	16	14	16
Seminars (workshops/tutorials) (S)	132	18	16	18	16	18	16	14	16
Self-studies	108	15	11	15	11	15	11	19	11
Evaluation and assessment (exam/passing/failing grade)	48	3	9	3	9	3	9	3	9
Course workload academic hours_	**288**	**36**	**36**	**36**	**36**	**36**	**36**	**36**	**36**
credits	**8**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**

5. COURSE CONTENTS

Table 5.1. Course contents and academic activitiestypes

Course module title	Course module contents (topics)	Academic activities types
Module 1: Object and its attributes	Topic 1.1. Object (concept, process, property, function, etc.) and its attributes. A typical logical and semantic scheme of a text.	S
	Topic 1.2 Definition of a concept. The essence of a concept. Classification of concepts. Subclasses of concepts. Division of a class of concepts into subclasses. Belonging of a concept to a subclass.	S
	Topic 1.3. Structure of a sentence. Expansion, contraction, concretisation of the topic of a text. Titles of texts process texts.	S
	Theme 1.4. Frame representation of vocabulary in practice on the topic: "State", "Law", "Norms of Law", etc. Learning and speech situations in the lessons of oral practice of the Russian language	S
	Topic 1.5 Object identification. The object and the speech tools of expressing it. Texts. State. Law. Norms of law. Monarchy. Republic	S
	Topic 1.6. Academic terminology. Academic style of speech	S

Name of discipline module	Module (topic) content	Type of learning activity*
	Topic 1.7 Word formation. Morphology. Word composition: stem and ending, root, suffix, prefix. The semantic potential of affixes.	S
	Topic 1.8. The concept of a sentence model. Predicting the topic of a text. Word-theme and its subthemes: object and its features types of concept, forms of concept, etc. Development of a text theme. The general meaning of the word theme.	S
	Topic 1.9. Generic feature of an object (a word naming a class of concepts, processes, features/set of features) and an essential feature of a concept. Heading structures. Typical forms. Search terms. Term and its distribution in	S

Name of discipline module	Module (topic) content	Type of learning activity*
	headings.	
	Topic 1.10: Word-formation characteristics of nouns: names of persons based on profession, occupation, nationality, professional affiliation	S
	Topic 1.11. Object. Peculiarities of the presentation of the class of nouns, adjectives, Structure of a concept. Qualitative and quantitative characteristics of a concept. Legal discourse.	S
	Theme 1.12 Characterisation of the essence of the object-process, properties. Essence (content of a concept). Noun: the name of objects, phenomena of persons, events, facts, the name of the subject of action. Common and proper nouns. Animate and inanimate nouns.	S
	Topic 1.13. Relationships of comparison and opposition of objects. Lexical and grammatical structures.	S
	Topic 1.14: Academic style of speech. The grammatical aspect. Grammatical classes of words. Words as lexical tokens. Advanced vocabulary semantics.	S
Module 2: Concept (subject) and its characteristics	Topic 2.1. A concept/object and its attributes. Division of a class of concepts into subclasses on the basis of some attribute.	S
	Topic 2.2. Presence of a qualitative/quantitative feature. Practicing typical patterns.	S
	Topic 2.3. Function. Attribute. Categories of gender, number, case; form formation. Verbal paradigm. Use of cases. Correction of the Russian pronoun-paradigm; basic case meanings. Legal discourse.	S
	Topic 2.4. A typical logical and semantic diagram of a text. Identifying the function of a subject.	S

Name of discipline module	Module (topic) content	Type of learning activity*
	The essence of the function of a concept. The conditionality of the function of a concept.	

	Topic 2.5. Verbal and nominative word combinations and their transformation. Legal discourse. Characterisation of a subject, phenomenon, concept by its action. The concept of grammatical and logical subject and predicate.	S
	Topic 2.6. Coordinating members of a sentence. Uncoordinated main members of a sentence. Extending members of a sentence. Ways of expressing subject-predicate relations in a sentence. Ways of expressing a grammatical subject, logical subject, expressing a predicate.	S
	Topic 2.7. Transformations of syntactic units for the purpose of information compression.	S
	Topic 2.8. Interrelation and intramodality. Effects/influences, result, etc. Syntactic transformations. Function in legal discourse.	S
	Topic 2.9. Means of connection between the structural and semantic parts of an utterance. Content (inter-conceptual) cohesion. Equivalence lexical repetition, pronoun repetition. Omissions. Gaps.	S
	Topic 2.10. Noun and verb constructions; structure of a compound sentence Attribute, circumstance, time, condition, cause and effect, purpose, concession, mode of action, measure and degree.	S
Module 3: Process and its attributes	Topic 3.1. Process. Functionalisation by means of a verb and a noun with a functional meaning. The concept of the subject and predicate of a simple sentence. The concept of a grammatical and logical subject and predicate. The typology of texts. Realisations in legal discourse. Phases of the process.	S
	Topic 3.2. Model composition, content of the concept; effects of phenomena on each other; their interaction. Constructions of qualifications, phases, stages, processes, dynamics of a process/event. Interaction of processes and phenomena: a process leads to another process; a process entails another process; a process is the cause of another process; a process causes another process	S

	Topic 3.3. Verbs with formative and word forming prefixes. Verbal and nominative word combinations of expression function and their transformations in legal discourse. Verb. Forms of infinitive. The use of the infinitive. The	S

Name of discipline module	Module (topic) content	Type of learning activity*
	imperfective and perfective verbs. Meaning of the verbs of the imperfective form: name of action, process of action, repeated action, etc.	
	Topic 3.4. Expression of the course of action. Constructions with imperfective and perfect verbs denoting duration - effectiveness, repetition - single occurrence, simultaneity - sequence of action.	S
	Topic 3.5. Process and its classification. Process comparison constructs. Models: composition, content of the concept; effects of phenomena on each other; their interaction. The relationship of matching and contrasting processes. Qualitative and quantitative characteristics of processes. Qualitative and quantitative constructions. The essence of a process. Constructions for expressing the essence of a process: consists of being, is expressed, is manifested, is revealed, is determined, etc.	S
	Topic 3.6. Constructions with imperfect verbs with the infinitive denoting the beginning, the end, the continuation of a process. Modal words and imperfect verbs in the infinitive with the meaning of undesirability, inexpediency of action, prohibition and their use in the language of legal documents.	S
	Topic 3.7. Lexical units of representation of emergence/appearance, formation, process development, change of structure, interaction, local characteristic, conditions enabling the process.	S
Module 4: Cognitive activities and outcomes	Topic 4.1. Cognitive activity. A person engaged in cognitive activity. References.	S

	Topic 4.2. The process of knowing (observation, assumption, confirmation or refutation of an assumption). Characterisation of a person, a concept in an adjective sentence with the conjunctive words when, where, where, wherefrom	S
	Topic 4.3. Object of study (phenomenon, subject). Hypothesis. Object and subject of the study: the basis of what (was) considered, investigated, studied, analysed what as what.	S
	Topic 4.4 Characterise a phenomenon, thought, intention with an infinitive. Features of use. Transformations	S
	Topic 5.1. Forms and methods of research. The essence of the method	S

Name of discipline module	Module (topic) content	Type of learning activity*
Module 5: Matching and contrasting process relationships	Topic 5.2. Lexical-grammatical transformations. Results of cognitive activity (law, theory, hypothesis, doctrine, principle, ideas). Ways of describing the results of cognitive activity.	S
	Topic 5.3. Characterisation of theory, method. Proponents and opponents of the method. Main points of the theory. Foundations of the theory. The essence of the theory. Content of the theory. Confirmation of the theory. Refutation of the theory. Application of theory. Significance of the theory. Evaluation of the theory.	S
	Topic 5.4. Identifying the source of information. Transmission of direct speech (quotation) and indirect speech. Compound sentences with the conjunctions what, to, how, whether	S
Module 6: Productive written and oral science communication with the production of texts in the formal and business world	Topic 6.1. The concept of a business document and its compositional and linguistic features. Requirements to the composition and design of documents (standardisation and unification, stencil text, clichéd text). Editing techniques. Blanks and details of documents.	S
	Topic 6.2. The formatting of research articles and bachelor's thesis. Formatting of citations and the list of references.	S

	Topic 6.3. Productive written scientific speech with the production of written text related to the official business sphere of communication (statement, explanatory memorandum, power of attorney, recommendation request, etc.). Speech clichés and stereotypes. Structural patterns	S
	Topic 6.4. The construction of a monological statement (report, communication, scientific report). Abstracting. Abstracting.	S
	Topic 6.5. The strategy and tactics of the choice of linguistic means (linguistic synonymy) used in educational, academic and professional activities. Means of linking sentences and text parts (compositional, logical, structural, etc.), linguistic means for annotation, abstract, report, scientific discussion.	S
	Topic 6.6. Strategies and tactics for requesting information. Peculiarities of generating legal discourse. Speech strategies: requesting reliable information about events and facts in establishing the circumstances that are important for the correct resolution of a legal case.	S
	Topic 6.7. Functional and compositional structure of certain types of documents (charter, regulation, job description, order, decision, order,	S
Name of discipline module	**Module (topic) content**	**Type of learning activity***
	protocol, act, etc.). Commercial documents. Contract and the rules of its drafting.	
	Topic 6.8. Compositional and linguistic peculiarities of business papers of educational and professional sphere. Specifics of the language and structure of a statement, receipt, power of attorney, explanatory memorandum, autobiography, CV. Composition of dialogues on the proposed topic.	S
	Topic 6.9. Reading strategies. Searching and exploring: fully and concisely expressing the idea and the main content of the perceived information, semantic analysis of the text based on the analysis of its structure; extracting the main and target information; operating with full and concise informative text content for real communication purposes (with the support of written fixation).	S

	Topic 6.10 Legal discourse. Academic and journalistic text. An essay/report based on information received and own experience with evaluation and extended argumentation, Type of text produced: texts of official and business nature; official and unofficial writing of descriptive-narrative type with elements of reasoning.	S
	Topic 6.11. Affective-communicative intentions in legal discourse. Transmission of an emotional attitude. Expression of emotional evaluation: preference, pleasure/displeasure, surprise, favor/non-favor, interest, different speech tactics, conducting dialogues with different options of their deployment; consideration of the types of speech situations and their non-verbal components (partner's communicative objectives, personality and anticipated reactions, etc.)	S
	Topic 6.12. Business communication and its varieties: informative-constative type (communication, clarification, specification of information on a topic); informative-explicative type (participation in a collective discussion of a problem, clarification of information, etc.). Dialogue/polylogue, differentiation and comparison of points of view of participants of dialogue/polylogue; verbal speech stimuli, corrective remarks, clarification of communicative tasks, linguistic means of motivation of development of dialogue or monological statement.	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.	A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for coursestudy (if necessary)
		Marker board WiFi
Lab work	A classroom for laboratory work, individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and machinery.	A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector Marker board WiFi
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,
Computer Lab	A classroom for conducting classes, group and individual consultations, current andmid-term assessment, equipped with personal computers (in the amount of 30 pcs), a board (screen) and technical means of multimedia presentations.	A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector Marker board WiFi
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 literature:

1. Anisimova L.V., Tikhomirova N.A. Training manual on abstracting. M.: RUDN, 2013.
2. Balkina N.V., Novikova M.L.. Training tasks in Russian language for the development of oral and written speech on the material of texts on political science. M, 2009.
3. Balkina N.V., Ovcharenko A.Y. Corrective lexico-grammatical course. Moscow: RUDN Publishing House, 2015.
4. Vorobyev V.V., Novikova M.L. On jurisprudence we speak and read in Russian. M., 2018.
5. Gubieva I.G., Yatselenko V.A. Bit by bit about everything in Russian. M.: RUDN, 2008.

Further reading:

6. Demidova A.K. Scientific style. Formation of scientific work. Moscow: Russian language, 2006.
7. Koltunova M.V. Language and business communication. Business writing. Moscow: Publishing house Russian language, 2004.
8. Nedosugova A.B. Preparing to defend a qualification paper. Textbook of Russian as a Foreign Language (Textbook) - M., PFUR, 2014.
9. Nedosugova A.B. Russian as a foreign language: Preparation for qualification paper defence: guidelines - Moscow, PFUR, 2014.
10. Novikova M.L., Balkina N.V. Russian language for lawyers. M., 2010.
11. Stambulyan I.M., Shabalina N.G. Let's Talk at Seminars. Moscow, PFUR Publishing House, 2012.

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"
- Academic Writing – URL: http://www.hectorortiz.cl/articulos/academic_writing_2008.swf
-Academese. – URL: http://grammar.about.com/od/ab/g/Academese.htm
-Documentation. – URL: http://grammar.about.com/od/d/g/Documentation.htm
-Plagiarism. – URL: http://grammar.about.com/od/pq/g/plagiarismterm.htm
 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 *:

* 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 COURSECOMPLETION

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:

Professor of the Department of Russian Language and Linguoculturology		**Scnarev D.**
position, department	signature	name and surname
Associate Professor of the Department of Russian Language and Linguoculturology		**Zyukina Z.S.**
position, department	signature	name and surname

HEAD OF EDUCATIONAL DEPARTMENT:

Head of the Department of Russian Language and Linguoculturology		**Vorobyov V.V.**
name of department	signature	name and surname

**HEAD
OF HIGHER EDUCATION PROGRAMME:**

Head of Law Institute		**S.B. Zinkovsky**
position, department	signature	name and surname