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**Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE LUMUMBA
(RUDN University)**

Institute of World Economy and Business

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

COURSE SYLLABUS

Lexicography and Corpus-Based Linguistics

(course title)

Recommended by the Didactic Council for the Education Field of:

45.04.02 "LINGUISTICS" (Master's degree)

(field of studies / specialty code and title)

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

"Foreign language of professional communication and specialized translation"

(higher education programme profile/specialisation title)

1. COURSE GOAL

The goal of mastering the course "Lexicography and Corpus-Based Linguistics" is to form an idea of the problems of modern lexicography and corpus-based linguistics, principles and methods of describing vocabulary, requirements for the construction of interpretations in various types of dictionaries, the ability to use text corpora. In addition, the formation of personal qualities, the ability and willingness to apply knowledge and skills in the research and professional field.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline « Lexicography and Corpus-Based Linguistics» is aimed at the development of the following competencies (competences in part):

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence description	Competence development indicators (in the framework of this course)
GC-7	A single universal competence in the field of information culture for the level of education of the Master's degree in all areas of training.	GC-7.1 Uses technologies and methods of search, processing, analysis, storage and presentation of information in the field of information and language culture
PC-4	Ability to effectively build educational activities at all levels and stages of linguistic education, including higher education and additional professional education	PC-4.1. Carries out intercultural and professional communication in accordance with the conventions of speech communication in a foreign-speaking society.;
		PC-4.2. Adheres to the rules and traditions of intercultural and professional communication with native speakers of the language being studied;

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course «Lexicography and Corpus-Based Linguistics» refers to the core component of (B1.V.DV.02) block of the higher educational programme curriculum.

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 description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
GC-7	A single universal competence in the field of information culture for the level of education of the Master's degree in all areas of training.	Quantitative linguistics and new information technologies	
PC-6	Ability to use a technique of pre-translation analysis of the text, contributing to the accurate perception of the original utterance, preparation for translation, including the search for information in reference, specialized literature and computer networks (Standard: INTERNATIONAL STANDARD ISO 17100)		Translation analysis of specialized texts Specialized abstract translation of texts Professional editing of specialized texts Translation of official documents Translation internship

* - - to be filled in according to the competency matrix of the higher education programme

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course « Lexicography and Corpus-Based Linguistics» is 2 credits.

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

Type of academic activities	TOTAL, academic hours	Semesters/training modules			
		1	2	3	4
<i>Contact, academic hours</i>	17	17			
including:					
Lectures (LC)					
Lab work (LW)					
Seminars (workshops/tutorials) (S)	17	17			
<i>Self-studies, academic hours</i>	46	46			

Type of academic activities		TOTAL, academic hours	Semesters/training modules			
			1	2	3	4
<i>Evaluation and assessment (exam/pass/fail grading), academic hours</i>		9	9			
Course workload	academic hours	72	72			
	credits	2	2			

Table 4.2. Types of academic activities during the periods of higher education programme mastering (*part-time training*)*

Type of academic activities		TOTAL, academic hours	Semesters/training modules			
			1	2	3	4
<i>Contact, academic hours</i>						
including:						
Lectures (LC)						
Lab work (LW)						
Seminars (workshops/tutorials) (S)						
<i>Self-studies, academic hours</i>						
<i>Evaluation and assessment (exam/pass/fail grading), academic hours</i>						
Course workload	academic hours					
	credits					

* - to be filled in in case of the higher education programme part-time training

Table 4.3. Types of academic activities during the periods of higher education programme mastering (*correspondence training*)*

Type of academic activities		TOTAL, academic hours	Semesters/training modules			
			1	2	3	4
<i>Contact, academic hours</i>						
including:						
Lectures (LC)						
Lab work (LW)						
Seminars (workshops/tutorials) (S)						
<i>Self-studies, academic hours</i>						
<i>Evaluation and assessment (exam/pass/fail grading), academic hours</i>						
Course workload	academic hours					
	credits					

* - to be filled in in case of the higher education programme correspondence training mode

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types *
Module 1. Definition of lexicography	Topic 1.1. History of lexicography formation: glossaries, dictionary period, period of developed lexicography, modern period of lexicography development	S
	Topic 1.2. The modern period of lexicography development.	S
Module 2. Typology of dictionaries	Topic 2.1. Unilateral and bilateral, interlingual and non-interlingual, alphabetic (strictly alphabetical and alphabetical cluster-type) and non-alphabetic dictionaries	S
	Topic 2.2. Differential, and system, multilingual and monolingual, monolingual, explanatory and defining dictionaries	S
	Topic 2.3. Functional and morphological, frequency and stylistic dictionaries	S
	Topic 2.4. Lexicons (vocabulary and morphemes) and phrasariums (dictionaries of phrases and subject dictionaries), thesauruses (general and branch), dictionaries of national languages.	S
Module 3. Principles of dictionary construction	Topic 3.1. The required number of examples and illustrative material, the presence of a semantic language, consideration of the word in context	S
	Topic 3.2. Consideration of metaphorical uses of the word	S
	Topic 3.3. Special rules for the interaction of meanings, the ratio of semantic and logical meanings.	S
	Topic 3.4. Various types of word oppositions to other words.	S
Module 4. Interpretation requirements	Topic 4.1. Semantic decomposability, exclusion of logical circles.	S
	Topic 4.2. The presence of a metalanguage, interpretation of the minimal context/propositional form of the word, modification of interpretations.	S
	Topic 4.3. Methods of constructing interpretations. Context analysis, introspection, attraction of negative language material, consideration of semantic connections.	S
Module 5. Zones of interpretation	Topic 5.1. The semantic interpretation itself, the area of syntactic connections of the word, phonetic and phonological information about the word.	S
	Topic 5.2. The zone of morphological information, stylistic information.	S

Course module title	Course module contents (topics)	Academic activities types *
	Topic 5.3. Semantic information about a word that does not follow from interpretation, phraseological zone, pragmatic zone.	S
Module 6. Electronic dictionaries	Topic 6.1 Principles of building electronic dictionaries.	S
	Topic 6.2. Taking grammar and vocabulary into account	S
Module 7. Corpus-based linguistics	Topic 7.1. Principles of the British National Corpus, the National Corpus of the Russian language.	S
	Topic 7.2. The concept of performativity, the manifestation of performativity in language, the reflection of metonymy in dictionaries.	S
	Topic 7.3. Referential properties of the word, types of reference (specific, generic, universal, controversial statuses), the problem of distinguishing homonymy and polysemy.	S

* - filled in only by **FULL**-time study: *LC* – lectures; *LW* – laboratory work; *S* - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Classroom type	Classroom equipment	Specialized educational/laboratory equipment, software and materials for course study (if necessary)
Computer class	An auditorium for conducting classes, group and individual consultations, current and mid-term assessment, equipped with personal computers (in the amount of ____pcs), a board (screen) and technical means of multimedia presentations.	472 Laptop Asus X751L Intel I5 1700 MHz/8 GB/1000 GB/DVD/audio (15) Multimedia projector Benq MW526 Screen 220*220 MS Windows 8.1 64bit Microsoft Office 2013 SDL Trados Studio 2015 Adobe Reader FastStone Image Viewer
Self-studies	An auditorium 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	324 Multimedia projector Casio XJ-M250 Wall-mounted screen Digis Dsob-1106

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

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main reading

- 1) Lingvistika 20 veka: sistema i struktura yazy'ka [Tekst] : Xrestomatiya. Ch. 1 / RUDN; Sost. E.A.Krasina. - M. : Izd-vo RUDN, 2020. - 651 s.
- 2) Apresyan, Yu.D. Issledovanie po semantike i leksikografii / Yu.D. Apresyan. - Moskva : Yazy'ki slavyanskix kul'tur, 2019. - T. I. Paradigmatika. - 569 s. - ISBN 978-5-9551-0304-4 ; To zhe [E'lektronny'j resurs]. <http://www.biblioclub.ru/book/73322/>
- 3) Zaxarov V. P. , Bogdanova S. Yu. Korpusnaya lingvistika. Uchebnik dlya studentov gumanitarny'x vuzov Irkutsk: Irkutskij gosudarstvenny'j lingvisticheskij universitet, 2021. - 161 s.

Additional reading:

Uzilevsky G.Ya. Sostoyanie i perspektivy` razvitiya cheloveko-komp'yuternogo vzaimodejstviya kak nauchnogo napravleniya // Pol'zovatel'skij interfejs: issledovanie, proektirovanie, realizaciya. -Orel, 2019

Zaxarov V. P. , Bogdanova S. Yu. Korpusnaya lingvistika. Uchebnik dlya studentov gumanitarny'x vuzov Irkutsk: Irkutskij gosudarstvenny'j lingvisticheskij universitet, 2014. - 161 s.

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"
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2.Databases and search engines:

- electronic foundation of legal and normative-technical documentation <http://docs.cntd.ru/>
- Yandex search engine [https:// www .yandex.ru/](https://www.yandex.ru/)
- Google search engine <https://www.google.ru/>
- Scopus abstract database [http:// www .elsevierscience.ru/ products / scopus /](http://www.elsevierscience.ru/products/scopus/)

*Training toolkit for self- studies to master the course *:*

Practical classes are the main form of organizing the educational process, which is a collective objectives of the practical lesson are:

- consolidation, deepening, and expansion of students' knowledge in the course;
- formation of the ability to set and solve intellectual problems and challenges;
- improvement the ability of students to argue their point of view, as well as to prove and refute other judgments;
- demonstration of the achieved level of theoretical training by students;
- formation of skills for independent work with literature.

In practical classes, detailed conversations are held based on the plan, an oral survey of students on the issues of the lesson, listening to and discussing students' papers (essays), Colloquium classes, solving linguistic problems, etc. The choice of the form of the practical

exercise is determined by the specifics of the topic, level of preparation of graduates and aims to provide the most complete disclosure of the content of the topic, the highest activity of

undergraduates. When implementing the competence approach in the educational process, active forms of conducting classes are used. When studying various topics of the course, role-playing and business games, debates, analysis of specific situations (cases), and brainstorming are used.

The used active teaching methods:

- training group discussions,

In the educational discussion, the solution to the problem will be found in the educational process of this group of people and in this audience. The goal is a search process that should lead to objectively known, but subjectively the new knowledge from the point of view of students.

When conducting a discussion, it is necessary that participants clearly understand the subject, the general framework of the discussion, and the procedure to conducting it. When organizing a discussion, the teacher can create a favourable, psychologically comfortable environment. Place participants in a circle. In addition, it is important to clarify the topic or issue in advance. The introductory part is designed to update the participants' knowledge, introduce the necessary information, and provoke interest in the problem.

There are several ways to organize the introductory part of the discussion:

1. A brief preliminary discussion in small groups;
2. introduction of the topic of conversation through a pre-set task for one or two participants to make an introductory problem message that reveals the problem statement;
3. The use of a brief preliminary survey on the topic.

Any of the options should not take much time, so that you can quickly move on to the discussion.

A number of sequential steps must be taken to effectively conduct the discussion:

1. Assign roles and functions in the discussion group (moderator (organizer), analyst, logger, observer).

2. Determine the order of work when discussing the problem in discussion groups (setting the problem; dividing participants into groups, assigning roles in small groups, explaining to the

manager what the expected participation of participants in the discussion is; discussing problems in

small groups; presenting the results of the discussion to the entire team; continuing the discussion

and evaluating the results).

- training (business and role-playing) games,

Among the active forms of student education, a special place belongs to the game (educational, business, didactic), which most adequately reflects the socio-psychological characteristics of young people as an object and subject of training and education.

Educational games help to form such important key qualifications of specialists as communication skills, tolerance, ability to work in a team, and independent thinking. Educational games are based on the principle of simulating different situations of cognition and communication. Individual fragments of the game can be used directly in the classroom: role-playing, for example, when the student is offered the role of a "polemicist" who asks difficult questions to the speaker, or when the most prepared student is assigned to discuss one of the issues submitted for practical training. A business game requires following certain sequential steps:

The first is to bring the task to the participants. Each participant must have a printed text of the problem (as for the game conditions, you should agree in advance whether they are accepted the same as in real life when solving similar problems, or whether any game changes are made).

The second is creating teams. Teams are formed in any way, and they have the right to assign themselves any names or numbers.

The third is the direct work of teams.

Then each team prepares a short (up to 10 minutes) oral report on their approaches and methods of solving the problem and on the solution itself. The report is made in any form. Choosing the report form is also a game result.

After listening to the reports, it is necessary to evaluate them, compare them, and sum up the results. This is an important part of the learning process.

When using the role-playing method, organizers should follow guidelines:

1. You need to carefully plan a role-play, having literature for developing roles or dossiers of materials for the main roles. It is recommended to have at least two audiences for groups to work in, since role development is a creative process.

2. The effectiveness of role-playing games is determined by the novelty of the experience, so if they are used at every opportunity, the value of this interactive technology decreases.

3. The number of working groups should be small (up to 10 people). This number allows you to create an informal creative environment that promotes productive learning.

4. It is recommended to involve assistants in the role-play. They can be other teachers or graduate students conducting research on the topic of the game.

5. If possible, make a video recording that will provide feedback and confirm certain provisions.

Training is a method of active learning aimed at developing knowledge, skills, and personal qualities. It is an intensive short-term (2 hours) form of training in a group (10-12 people), aimed at mastering the theoretical material, its consolidation, the formation of professional skills.

* The training toolkit for self- studies to master the course is placed 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 LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completion are specified in the Appendix to the course syllabus. <https://esystem.rudn.ru/course/view.php?id=8437>

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:

Ass. Professor FDL EF

Position, Educational Department

Sibul V.V.

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HEAD OF THE HIGHER EDUCATION PROGRAMME:

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