

Документ подписан простой электронной подписью  
Информация о владельце:  
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Должность: Ректор  
Дата подписания: 15.06.2025 15:44:17  
Уникальный программный ключ:  
ca953a0120d891083f939673078ef1a989dae18a

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

**Law Institute, Foreign Languages Department**

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

**COURSE SYLLABUS**

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**Academic Writing (in English)**

course title

**Recommended by the Didactic Council for the Education Field of:**

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**45.04.02. Linguistics**

field of studies / speciality code and title

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

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**Legal Translation and Interpreting**

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 course focuses on the requirements to produce research papers in English and provide for academic papers translation of deliverable quality.

Special emphasis is laid on the skills that are required to develop original academic arguments, use appropriate textual evidence to support these arguments, to use counter-arguments to temper and strengthen ideas, and develop a sophisticated and up-to-date academic writing style.

The course covers genre-based writing skills training and translation techniques instruction.

The course makes students aware of the academic writing specificity, its nature, principles, procedures, conventions in respect of academic writing and its translation. The course includes detailed coverage of academic discourse vocabulary, grammar, stylistic and structural characteristics that are revealed and analysed from a comparative English – Russian perspective.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course *Academic Writing* is aimed at the Master's students' formation of the following competencies (part of competencies):

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

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 *Academic Writing* refers to the core/variable/elective\* 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*
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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); 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 *Academic Writing* 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		Total academic hours	Semesters/training modules			
			1	2	3	4
<i>Contact academic hours</i>		16	-	16		
Seminars (workshops/tutorials) (S)		16	-	16		
<i>Self-studies</i>		38	-	38		
<i>Evaluation and assessment (exam/passing/failing grade)</i>		18	-	18		
<b>Course workload</b>	academic hours	<b>72</b>	-	<b>72</b>		
	credits	<b>2</b>	-	<b>2</b>		

#### 5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
1. Literature, Translation and Science	Topic 1.1. The idea of translation in the discourses on science, in history and philosophy of science	S
	Topic 1.2. Practice: Case study. Writing and translation Assignments	S
2. Philosophy, Translation and Science	Topic 2.1. The philosophical concern with translation, specificity in regard to the notion of original	S

Course module title	Course module contents (topics)	Academic activities types
	Topic 2.2. Preoccupations of science with the categories of verification and approximation, and of global and local discourses	S
	Topic 2.3. Practice: Reading and Discussion. Case study. Writing and translation Assignments	S
3. Concept of academic discourse, register specificity	Topic 3.1. The nature of the scientific discourse, as a multiple semiotic system	S
	Topic 3.2. The differences between literary and scientific texts.	S
	Topic 3.3. Practice: Case study	S
4. Principles of Academic Writing and Academic Writing Genres Conventions	Topic 4.1. Academic writing as mediation.	S
	Topic 4.2. Differences in the conventions of academic writing.	S
	Topic 4.3. Academic Writing Genres	S
	Topic 4.4. Theses, Introductions/Conclusions, Instructions and manuals, Report , Research paper, Abstracts	S
	Topic 4.5. Practice: case study	S
5. Translation of Academic Discourse	Topic 5.1. Issues of academic writing translation	S
	Topic 5.2. 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 course study (if necessary)
Lecture	A lecture 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 furniture and machinery.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-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	

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
	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.	
Self-studies	A classroom 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. Bailey, S. (2014). *Academic writing: A handbook for international students*. Routledge (republished).
2. Murray, R. (2014). *Writing in social spaces: A social processes approach to academic writing*. Routledge (republished).
3. Ganobcsik-Williams, L. (2017). *Teaching academic writing in UK higher education: Theories, practices and models*. Bloomsbury Publishing.

### *Additional readings:*

1. Cargill, M., & Burgess, S. (Eds.). (2017). *Publishing Research in English as an Additional Language: Practices, Pathways and Potentials*. University of Adelaide Press
2. Ramadhanti, D., Ghazali, A. S., Hasanah, M., & Harsiati, T. (2019). Students' Metacognitive Weaknesses in Academic Writing: A Preliminary Research. *International Journal of Emerging Technologies in Learning*, 14(11).
2. Philipot Sarah. **Headway Academic Skills. Reading, Writing, and Study Skills : student's Book. Level 3 / S. Philipot, L. Curnick ; Series Editors: Liz and John Soars. - Книга на английском языке. - Oxford : Oxford University Press, 2011. - 80 p. : ill. - ISBN 978-0-19-474161-3 : 1129.04. .**

### *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](http://www.studentlibrary.ru)
  - EL "Lan" <http://e.lanbook.com/>
  - EL "Trinity Bridge"

- Academic Writing – URL: [http://www.hectorortiz.cl/articulos/academic\\_writing\\_2008.swf](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/](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 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.

\* 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**

### **HEAD OF EDUCATIONAL DEPARTMENT:**

**Head of Foreign Languages  
Department**

**A.A. Atabekova**

name of department

signature

name and surname

### **HEAD OF HIGHER EDUCATION PROGRAMME:**

**Head of Foreign Languages  
Department**

**A.A. Atabekova**

position, department

signature

name and surname