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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*

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

## **COURSE SYLLABUS**

### **SPECIALIZED ABSTRACT TRANSLATION OF TEXTS**

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(course title)

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

**45.04.02 "LINGUISTICS" (Master's Degree)**

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(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»**

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(higher education programme profile/specialisation title)

## 1. COURSE GOAL

The aim of the course "Specialized Abstract Translation of Texts" is to form knowledge, skills, and abilities to work with the text, providing high-quality specialized abstract translation.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) "Specialized Abstract Translation of Texts" is aimed at the development of the following competencies /competences in part:

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

| Competence code | Competence description   | Competence development indicators<br>(in the framework of this course)  |
|-----------------|--|---|
| <b>GPC-1</b>    | Mastery of a system of theoretical and empirical knowledge about the functioning of the system of the studied foreign language and its development trends, the system of values and perceptions inherent in the culture of the countries of the studied foreign language | GPC-1.1. Applying the values inherent in the culture of the countries of the studied foreign language   |
|                 |  | GPC-1.2. Understanding the system of theoretical and empirical knowledge about the functioning of the system of the studied foreign language                |
|                 |  | GPC-1.3. Competent applying of trends in the development of the foreign language system in his/her professional activity                                    |
| <b>PC-6</b>     | Mastery of methodologies of pre-translation analysis of the text conducive to the accurate perception of the original utterance, preparation for translation, including searching for information in reference and specialized literature and computer networks          | PC-6.1. Using a variety of techniques for pre-translation analysis of a text  |
|                 |  | PC-6.2 Demonstrating accurate comprehension of the source statement.  |
|                 |  | PC-6.3. Searching for information in reference, specialized literature, and computer networks necessary for accurate comprehension of the source statement. |
|                 |  | PC-6.4. Selecting the most reliable and verified sources of information from reference and specialized literature and computer networks.                    |

## 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course "Specialized Abstract Translation of Texts" refers to the part formed by participants of educational relations of the block B1.V.DV.05.

Within the higher education programme students also master other disciplines and / or practices that contribute to the achievement of the planned results of the course "Abstract Translation of Specialized Texts".

*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*

| <b>Competence code</b> | <b>Competence description</b>  | <b>Previous Disciplines/Modules*</b>   | <b>Subsequent Disciplines/Modules*</b> |
|------------------------|--|--|--|
| GPC-1                  | Mastery of a system of theoretical and empirical knowledge about the functioning of the system of the studied foreign language and its development trends, the system of values and perceptions inherent in the culture of the countries of the studied foreign language | General linguistics and history of linguistic studies;<br>Practice of professional communication (first foreign language);<br>Theory of translation;<br>Practice of professional communication (second foreign language);<br>Theory and practice of written specialized translation;<br>Theory and practice of specialized interpreting;<br>Theory and practice of cross-cultural business communication;<br>Practicum in the culture of professional verbal communication (second foreign language);<br>Methods of teaching foreign languages in the format of international examinations;<br>Translation of texts in the context of cross-cultural communication;<br>Abstracting and annotating of specialized texts;<br>Translation analysis of specialized texts;<br>Translation of business documents |  |
| PC-6                   | Mastery of methodologies of pre-translation analysis of the text conducive to the accurate perception  | Theory of translation;<br>Theory and practice of written specialized translation;<br>Language of media texts;<br>Translation analysis of specialized texts   | Educational Internship                 |

| Competence code | Competence description   | Previous Disciplines/Modules* | Subsequent Disciplines/Modules* |
|-----------------|--|-------------------------------|---------------------------------|
|                 | of the original utterance, preparation for translation, including searching for information in reference and specialized literature and computer networks. |                               |                                 |

\* - 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 "Specialized Abstract Translation of Texts" is 3 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>                             |                | 34                   |                            |   | 34         |   |
| including   |                |                      |                            |   |            |   |
| Lectures (LC)   |                |                      |                            |   |            |   |
| Lab work (LW)   |                |                      |                            |   |            |   |
| Seminars (workshops/tutorials) (S)                        |                | 34                   |                            |   | 34         |   |
| <i>Self-studies</i>                                       |                | 47                   |                            |   | 47         |   |
| <i>Evaluation and assessment (exam/pass/fail grading)</i> |                | 27                   |                            |   | 27         |   |
| <b>Course workload</b>                                    | academic hours | <b>108</b>           |                            |   | <b>108</b> |   |
|   | credits        | <b>3</b>             |                            |   | <b>3</b>   |   |

*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>                             |  |                      |                            |   |   |   |
| Lectures (LC)   |  |                      |                            |   |   |   |
| Lab work (LW)   |  |                      |                            |   |   |   |
| Seminars (workshops/tutorials) (S)                        |  |                      |                            |   |   |   |
| <i>Self-studies</i>                                       |  |                      |                            |   |   |   |
| <i>Evaluation and assessment (exam/pass/fail grading)</i> |  |                      |                            |   |   |   |

| Type of academic activities |                | Total academic hours | Semesters/training modules |   |   |   |
|-----------------------------|----------------|----------------------|----------------------------|---|---|---|
|                             |                |                      | 1                          | 2 | 3 | 4 |
| 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>                             |                |                      |                            |   |   |   |
| Lectures (LC)   |                |                      |                            |   |   |   |
| Lab work (LW)   |                |                      |                            |   |   |   |
| Seminars (workshops/tutorials) (S)                        |                |                      |                            |   |   |   |
| <i>Self-studies</i>                                       |                |                      |                            |   |   |   |
| <i>Evaluation and assessment (exam/pass/fail grading)</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.<br>Basic translation types          | Topic 1.1. Important stages of a translation.   | S                          |
|   | Topic 1.2. Peculiarities of a technical translation.  | S                          |
|   | Topic 1.3. Notion of a term.  | S                          |
|   | Topic 1.4. Multifunctioning words. Lexical transformations while translating  | S                          |
| Module 2.<br>Grammar issues of a translation. | Topic 2.1. Sentence structure changes while translating.  | S                          |
|   | Topic 2.2. Reading and complete translation on specialty.   | S                          |
|   | Topic 2.3. Specialized text and its linguistic properties (subject of the text, structure of the text, inter-phrasal connections, logical structure of the paragraph) | S                          |
| Module 3.                                     | Topic 3.1. Types of abstracts: abstract-summary, abstract-review.   | S                          |

| Course module title  | Course module contents (topics)  | Academic activities types* |
|--|--|----------------------------|
| Abstract translation and its essence.  | Topic 3.2. Drawing up a standard and logical plan of a specialized foreign language text.  | S                          |
| Module 4.<br>The algorithm of educational actions for compression of foreign specialized text. | Topic 4.1. Standard phrases (cliches) for abstract, annotation translation.  | S                          |
|  | Topic 4.2. Types of specialized text (main, additional, duplicate) and ways of their expression (lexical, syntactic, repetitions, stating theses, enumerations, etc.). | 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*

| Classroom type | Classroom equipment   | Specialised educational / laboratory equipment, software and materials for course study (if necessary)   |
|----------------|---|--|
| Computer Lab   | 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<br>Notebook Asus X751L<br>Intel I5 1700 MHz/8<br>GB/1000 GB/DVD/audio<br>(15 pcs)<br>Multimedia projector<br>Benq MW526<br>Screen 220*220<br>MS Windows 8.1 64bit<br>Microsoft Office 2013<br>SDL Trados Studio 2015<br>Adobe Reader<br>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<br>Multimedia projector<br>Casio XJ-M250<br>Wall screen Digis Dsob-<br>1106  |

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

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

### *Main reading:*

1. Buzadzhi, D.M., Lanchikov, V.K. Tekst. Analiz. Perevod: praktikum po pis'mennomu perevodu s anglijskogo yazyka na russkij. M. : R. Valent, 2021. -p. 200.
2. Mikova, Svetlana Stanislavovna. Teoriya i praktika pis'mennogo perevoda [Electronic Resource] : Ucheb-noe posobie. - M. : Izd-vo RUDN, 2023. – p. 328.  
<http://lib.rudn.ru/ProtectedView/Book/ViewBook/3028>

### *Additional reading:*

1. Alimov, V.V. Teoriya perevoda. Perevod v sfere professional'noj kommunikacii. 4-e izd. – M.: Dom Knigi, 2016.
2. Barhudarov, L.S. K voprosu o grammaticheskikh znacheniyah i ih peredache pri perevode//Inostrannye yazyki v shkole. 2022. № 3.
3. Ermolovich, D.I. Imena sobstvennye na styke yazykov i kul'tur. – M.: R. Valent, 2021.
4. Grigor'eva, O.N Stilistika russkogo yazyka. – M.: NVI–TEZAURUS, 2021.
5. Kazakova, T.A. Prakticheskie osnovy perevoda. - M., 2018.
6. Krupnov, V.N. Leksicheskie aspekty perevoda. – M.: 2017.
7. Lyubimov, N.M. Perevod – iskusstvo// Perevod sredstvo vzaimnogo sblizheniya narodov. – M.: 2017.
8. Solodub, Y.P. Teoriya i praktika hudozhestvennogo perevoda. – M.: Izdatel'skij ientr «Akademiya», 2015.

### *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"
- .....

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 \*:*

1. Methodological instructions for preparation for practical classes in the course "Abstract Translation of Specialized Texts".

Active teaching methods used in teaching:

- educational group discussions,

In an academic discussion, the solution to a problem is to be found in the learning process by a given group of people and in a given audience. The goal is a search process that should lead to objectively known but, from the students' subjective point of view, new knowledge. When conducting a discussion, it is necessary that students-participants have a clear understanding of the subject, the general framework of the discussion, and the order of the discussion. Organizing the discussion, the teacher has to create a favorable, psychologically comfortable environment, to seat the participants in a circle. In addition, it is important to clarify the topic or question beforehand. The introductory part is built in such a way as to actualize the participants' knowledge, to introduce the necessary information, and to create interest in the problem.

There are several options for organizing the introductory part of the discussion:

1. Brief preliminary discussion of the issue in small groups;
2. Introducing the topic of the conversation through a task set in advance for one or two participants to make an introductory problem statement revealing the problem statement;
3. Using a brief pre-talk on the topic.

Any of the options should not take a long time so that it is possible to move into the discussion more quickly.

There is a number of sequential steps that must be taken to conduct a discussion effectively:

1. To allocate roles-functions in the discussion group (facilitator (organizer), analyst, recorder, observer).
2. To determine the order of work when discussing the problem in discussion groups (problem formulation; grouping of participants into groups, distribution of roles in small groups, explanation of the leader about the expected participation of participants in the discussion; discussion of problems in small groups; presentation of the results of the discussion in front of the whole team; continuation of the discussion and behavior of the results).

- educational (business and role-playing) games,

Among the active forms of student training, 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 and educational trainings.

Educational games help to form such important key qualifications of specialists as communication skills, tolerance, teamwork, independent thinking. Educational games are built on the principle of imitation of various situations of cognition and communication. Some fragments of the game can be used directly in the classroom: role-playing, for example, a student is offered the role of a "polemicist", asking the speaker difficult questions, or when the most prepared student is assigned to conduct a discussion of one of the issues presented in the practical training.

A business game requires following of some sequential steps:

The first is to communicate the task to the participants. Each participant should have the printed text of the task (as for the game conditions, it should be agreed in advance whether they are the same as in real life when solving similar tasks, or whether any game changes are made).

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

The third is the direct work of the 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 composed in any form. The choice of the report form is also a game result.

After hearing the reports, it is necessary to evaluate them, compare, and summarize. This is an important part of the learning process.



Organizers should follow some guidelines when applying the role-playing method:

1. A role-play plan should be carefully developed, with literature for role development or dossiers of materials for the main roles. It is advisable to have at least two classrooms for groups to work in, as role development is a creative endeavor.

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

3. The number of working groups should be small (up to 10 people). Such a number allows to create an informal creative environment conducive to productive learning.

4. It is desirable to involve assistants in the role-playing game. They can be other faculty members or graduate students conducting research on the topic of the game.

5. If possible, make a videotape that will provide feedback and validation.

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

\* 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 "Abstract Translation of Specialized Texts" completion are specified in the Appendix to the course syllabus.

<https://esystem.rudn.ru/course/view.php?id=2220>.

\* - 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 of FLD EF**

Position, Educational Department

**V.V. Sibul.**

Name and Surname

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

**FLD EF**

Educational Department

**E.N. Malyuga**

Signature

Name and Surname