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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

PRÉCIS-WRITING AND SUMMARIZING OF SPECIALIZED TEXTS

(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 aim of the course "Abstracting and Annotating of Specialized Texts" is to teach students to work competently with information (work with library catalogs), to analyze, process and design information and texts related to professional activities, to acquaint students with the features of the language of specialized texts, with the structure of specialized text, with the rules of citation and bibliography, the development of skills of annotation and abstracting of this type of texts.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) "Abstracting and Annotating of Specialized 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 (in the framework of this course)
PC-1	Ability to perform cross-cultural communication and language space in all types and formats, in all the areas of human and social activity	PC-1.1. Performing cross-cultural communication and language mediation in oral form in accordance with the norms of oral speech
		PC-1.2. Performing cross-cultural communication and language mediation in written form in accordance with written norms.
		PC-1.3. Performing cross-cultural communication and language mediation in the professional activities of individuals and society (mastery of professional terminology, professional jargon, and communication style in a given professional community)
		PC-1.4. Performing cross-cultural communication and language mediation in business communication (knowledge of the ethics of business communication taking into account the cultural peculiarities).

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course "Abstracting and Annotating of Specialized Texts" refers to the part formed by participants of educational relations of the block B1.V.DV.04.

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 "Abstracting and Annotating 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

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
PC-1	Ability to perform cross-cultural communication and language space in all types and formats, in all the areas of human and social activity	Theory of translation; Practicum in culture of professional verbal communication (first foreign language); Practicum in culture of professional verbal communication (second foreign language); Practicum in culture of professional verbal communication (second foreign language); Practicum in culture of professional verbal communication (first foreign language); Theory and practice of cross-cultural business communication; Translation of texts in the context of cross-cultural communication; Practicum in specialized interpreting; Theory and practice of specialized translation; Theory and practice of specialized interpreting; Language of media texts; Translation of texts in the context of cross-cultural communication	Educational 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 "Abstracting and Annotating of Specialized 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>		17			17	
Lectures (LC)						
Lab work (LW)						
Seminars (workshops/tutorials) (S)		17			17	
<i>Self-studies</i>		64			64	
<i>Evaluation and assessment (exam/pass/fail grading)</i>		27			27	
Course workload	academic hours	108			108	
	credits	3			3	

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>						
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. Annotation and abstracting: the essence, features and differences.	Topic 1.1. Annotation and abstracting as an applied branch of information activity. Definition of the concepts "abstract" and "annotation" in normative and reference literature	S
	Topic 1.2. The place and role of annotation and abstracting in the system of social and socio-documentary communications.	S
	Topic 1.3. Areas of professional fields of information activity engaged in annotation and abstracting. Ways of existence and distribution channels of abstracts and abstracts.	S
Module 2. Annotation history. Annotation as a subject of scientific study	Topic 2.1. Empirical nature of annotating. The prototypes of modern annotation in the XVI – XVII centuries.	S
	Topic 2.2. Annotations in bibliographic manuals of the XVIII - XX centuries: "Biblioteka Rossijskaya..." D. E. Semyonov-Rudnev (Bishop Damaskin), "Opyt rossijskoj bibliografii" (1813-1821) V. S. Sopikov, "Chto chitat' narodu" (1884-1906), and others.	S
	Topic 2.3. Problems of Annotating Theory and Methodology in the 1920s-1930s.	S
	Topic 2.4. Problems of annotation typification. The work of A. G. Fomin "Methods of compiling bibliographic indexes" (1929).	S
	Topic 2.5. Development of reference and recommendation annotating in the Soviet period: E. I. Shamurin, E. P. Leonov, and others.	S
Module 3. Types of annotations and problems of their typology	Topic 3.1. The variety of annotations, their forms, the content of grammatical and stylistic constructions. Different approaches to annotation classification.	S
	Topic 3.2. The generally accepted division of annotations by functional purpose and method of document characterization.	S
	Topic 4.1. The sequence of stages and operations in the annotation process	S

Course module title	Course module contents (topics)	Academic activities types*
Module 4. Annotation as a technological process, its stages.	(according to N. I. Gendina and E. I. Shamurin).	
	Topic 4.2. Ways to reduce the volume and eliminate informative redundancy of the annotation. General requirements of the standard for the structure and design of annotations.	
	Topic 4.3. Formalized annotation: meaning, essence, features. Formalized annotation schemes using a layout plan for a multidimensional (questionnaire) analysis of the document when compiling reference and recommendation annotations (according to N. I. Gendina).	S
Module 5. Reference annotation	Topic 5.1. Purpose of reference annotations, their relation to the title and content.	S
	Topic 5.2. Design of reference annotations: volume, construction of phrases, use of nominal sentences.	S
Module 6. Recommendatory annotation	Topic 6.1. Functional purpose of recommendation annotation. Evaluative elements of annotations.	S
	Topic 6.2. Application of general and specialized recommendatory annotations in different types of bibliographic aids.	
	Topic 6.3. Methods of documents description and their content, reviewability, and criticality of advisory annotations. Criteria for evaluating advisory annotations.	S
Module 7. Peculiarities of annotating different types of documents	Topic 7.1. Dependence of the choice of annotation types, methods (techniques) of document description on types and types of publications.	S
	Topic 7.2. Specifics of annotating official, scientific, popular science, industrial and practical, educational, periodical, reference, bibliographic, local history literature. Basic elements of annotations.	
	Topic 7.3. Stages of work on annotations, increasing their efficiency in the editing process. Evaluation criteria of reference and recommendation annotations.	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)
Seminar	An auditorium 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.	323 Multimedia projector Casio XJ-M250 Wall screen Digis Dsob-1106 340 Multimedia projector Casio XJ-F100W Wall screen Digis Dsem-1105 330 Multimedia projector Casio XJ-M250 Wall screen Digis Dsob-1106
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 Notebook Asus X751L Intel I5 1700 MHz/8 GB/1000 GB/DVD/audio (15 pcs) 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 screen Digis Dsob-1106

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

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main reading:

1. Gavrilenko, Nataliya Nikolaevna. Perevodcheskij analiz professional'no orientirovannogo teksta [Text/electronic resource]: Uchebnoe posobie. - M. : Izd-vo RUDN , 2022. – p. 93
2. Miroshnichenko, I. V. Lingvisticheskij analiz teksta. Konspekt lekcij. Uchebnoe posobie - M.: A-Prior , 2019.
3. Referirovanie i annotirovanie gazetno-publicisticheskikh tekstov. [Electronic resource] : Uchebno-metodicheskoe posobie / D.V. Arustamyan, E.A. Drozdova. - Elektronnye tekstovye dannye. - M. : Izd-vo RUDN, 2017. – p. 27 - ISBN 978-5-209-08434-1.

Additional reading:

1. Formirovanie informacionnoj kul'tury lichnosti v bibliotekah i obrazovatel'nyh uchrezhdeniyah : ucheb.-metod. posobie. / Gendina N. N. [i dr.]. – 2-e izd. – M., 2023. – Razd. : Metodika formalizovannoj podgotovki informacionnyh produktov : [annotaciya]. – P. 100–125.
2. Sbornik standartov SIBID / sost. T. V. Zaharchuk. – SPb. : Professiya, 2018. – p. 528. – Pril.: 1 elektron. opt. disk.
3. Spravochnik bibliografa / nauch. red. A. N. Vaneev, V. A. Minkina. - 3-e izd., pererab. i dop. – SPb. : Professiya, 2015. – p. 592 – (Biblioteka). formalizovannoj podgotovki informacionnyh produktov : [annotaciya]. – P. 100–125.

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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- Analytic-synthetic information processing. P. 3 Annotating and abstracting [Electronic resource] : educational-methodical complex for the specialty "Library and Information Activity" / Perm State Institute of Art and Culture ; co-editor. E. M. Vafina. - Perm, 2009. - Access mode : <http://lib.znate.ru/docs/index-3298.html>.

- Markushevskaya, L. P. Annotating and abstracting: methodical recommendations for independent work of students / L. P. Markushevskaya, Y. A. Tsapaeva ; St. Petersburg National Research Univ. of Inform. Technologies, Mechanics, and Optics. - SPb., 2008. - p. 53 - Access mode : <http://books.ifmo.ru/book/pdf/334/pdf>.

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

1. Methodological instructions for preparation for practical classes in the course "Abstracting and Annotating 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 "Abstracting and Annotating of Specialized Texts" completion are specified in the Appendix to the course syllabus.

<https://esystem.rudn.ru/course/view.php?id=654>

* - 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 FLD EF

Position, Educational Department

V.V. Sibul.

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HEAD OF THE HIGHER EDUCATION PROGRAMME:

FLD EF

Educational Department

E.N. Malyuga

Signature

Name and Surname

