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ФИО: Ястребов Олег Александрович
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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

BUSINESS DOCUMENT TRANSLATION

(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)

1.1. COURSE GOAL

The goal of the course "Business Document Translation" is to form students' professional skills and abilities to translate commercial documents and correspondence from English into Russian and from Russian into English, to write their own business letters in English, as well as to develop their communication skills in business communication situations.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) "Business Document Translation" is aimed at the development of the following competences (competences in part):

Table 2.1. Learner competences developed during mastering the discipline

Competence code	Competence description	Competence development indicators (in the framework of this course)
PC-5.	Ability to perform written translation in observance of the lexical equivalence, as well as of grammar, syntax and style norms	PC-5.1. Ability to perform written translation in observance of the lexical equivalence according to the required level of equivalence.
		PC-5.2. Knowledge of grammatical, syntactic and stylistic norms of the target language in translation (no grammatical, syntactic and stylistic errors in the translation text)
		PC-5.3. The grammar, syntax and stylistics of the translated text are equivalent to those used in the original text
PC-6	Awareness of the methodology of the text pre-translation analysis, contributing to the accurate perception of the source utterance, preparation for translation, including the search for information in reference, special literature and computer networks	PC-6.1. Ability to use a variety of techniques for the text pre-translation analysis
		PC-6.2. Demonstration of the accurate perception of the original statement
		PC-6.3. Ability to search for information in reference, special literature and computer networks necessary for the most accurate perception of the original statement.
		PC-6.4. Ability to select the most reliable and verified sources of information among reference and specialised literature and in computer networks.

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course "Business Document Translation" refers to the core component of B1.V.DV.05 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 “Practice in professional communication (first foreign language)”.

Table 3.1. The list of the higher education programme components that contribute to the achievement of the expected learning outcomes as the internship results.

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
PC-5.	Ability to perform written translation in observance of the lexical equivalence, as well as of grammar, syntax and style norms	Translation Theory; Theory and Practice of Specialized Translation; Problems of Linguistic Semantics; FLT Methodologies in International Examination Format; Business Document Translation	Educational internship Pre-diploma internship
PC-6	Awareness of the methodology of the text pre-translation analysis, contributing to the accurate perception of the source utterance, preparation for translation, including the search for information in reference, special literature and computer networks	Translation Theory; Theory and Practice of Specialized Translation; Language of Media Texts; Translation analysis of specialized texts;	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 “Business Document Translation” 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	
Including:					
Lectures (LC)					
Lab work (LW)					
Seminars (workshops/tutorials) (S)	17			17	

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2	3	4
<i>Self-studies</i>		73			73	
<i>Evaluation and assessment (exam/pass/fail grading)</i>		18			18	
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	1
<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 the 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	1
<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 the case of the higher education programme correspondence training mode

5. COURSE CONTENT

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Module 1. Business letter and its parts	Topic 1.1. Stylistic and lexico-grammatical features of business documentation and correspondence.	S
	Topic 1.2. Formulas of politeness.	S
	Topic 1.3. Confirming a letter receiving.	S
	Topic 1.4. Invitations. Congratulations. Protocol meetings.	S
Module 2. CV	Topic 2.1. CV.	S
	Topic 2.2. Cover letter.	S
Module 3. Business correspondence types	Topic 3.1. Requests and offers. Request for the financial status of the firm. Commercial offers.	S
	Topic 3.2. Discussion of prices and conditions. Discounts and their conditions. Indication of payment terms. Delivery terms.	S
	Topic 3.3. Import orders and their fulfilment.	S
	Topic 3.4. Claims and their resolution. Structure and content of a letter of complaint, types of complaints.	S
	Topic 3.5. Contracts and its fulfilment. Subject of the contract. Conditions, total value, force majeure, sanctions.	S
	Topic 3.6. Transport documents. Bill of Lading. "Clean/ dirty bill of lading.	S
	Topic 3.7. Financial documents. Letter of credit and its types. Bills of exchange. Securing a loan.	S
	Topic 3.8. Debt obligations. Guarantees.	S
	Topic 3.9. Insurance. Insurance policy (terms and conditions of insurance policy). Types of losses and their compensation.	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

Academic activities 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 Laptop Asus X751L Intel I5 1700 MHz/8 GB/1000 GB/DVD/audio (15 шт.) Multimedia projector Benq MW526 Screen 220*220

Academic activities type	Classroom equipment	Specialised educational / laboratory equipment, software and materials for course study (if necessary)
		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. Zboikova Nadezhda Aleksandrovna. Teoriya perevoda [Tekst] : Uchebnoe posobie dlya vuzov / N.A. Zboikova. - 2-e izd., ispr. i dop. - M. : Yurait, 2019. <http://lib.rudn.ru/ProtectedView/Book/ViewBook/5844>
2. Breus Evgenii Vasil'evich. Osnovy teorii i praktiki perevoda s russkogo yazyka na angliiskii [Tekst] : Uchebnoe posobie. - 3-e izd.. - M. : Izd-vo URAO, 2018. - 208 s. :

Additional reading:

1. Andryushkin A.P. Business English / Delovoi angliiskii yazyk: Uchebnoe posobie. – M.: Izdatel'stvo Dashkov i Ko., 2018.
2. Anodina N.N. Delovoe pis'mo: metodika sostavleniya i pravila oformleniya. – M.: Izdatel'stvo Omega-L, 2016.
3. Bepalova N.P., Kotlyarova K.N. i dr. English. Praktikum po perevodu. Grammaticheskie trudnosti. – M.: Izdatel'stvo RUDN, 2019.
4. Bogatskii I.S., Dyukanova N.M. Biznes-kurs angliiskogo yazyka. – M.: Logos, 2018.
5. Delovaya perepiska na angliiskom yazyke. 1000 fraz: Praktich. posobie. – M.: Izdatel'stvo FILOMATIS, 2020.
6. Dmitrieva L.F., Kuntsevich S.E. i dr. Angliiskii yazyk. Kurs perevoda. – Rostov-na-Donu: Izdatel'stvo «MaRT», 2018.
7. Zhdanova I.F. Novyi anglo-russkii ehkonomicheskii slovar'. – M.: Izdatel'stva Drofa, Rus.yaz.-Media, 2018.
8. Izrailevich E.E. Delovaya korrespondentsiya i dokumentatsiya na angliiskom yazyke. – M.: Izdatel'stvo YUNVES, 2023.
9. Kazakova T.A. Translation techniques: English – Russian/ Prakticheskie osnovy perevoda. – SPb.: Izdatel'stvo Soyuz, 2018.
10. King F.U., Kri Ehnn D. Kommercheskaya korrespondentsiya na angliiskom yazyke. – M.: Izdatel'stva Astrel', AST, 2017.

11. Kisun'ko E. I., Muzlanova E. S. Biznes-kurs angliiskogo yazyka. Delovoe obshchenie i dokumentatsiya. Uchebnoe posobie. – M.: Izdatel'stvo YUNVES, 2021.
12. Krupnov V.N. Yazyk delovogo obshcheniya. Russko-angliiskii slovar'. – M.: Izdatel'stvo Astrel', 2015.
13. Kub"yas L. Angliiskii dlya spetsialistov-mezhdunarodnikov. – M.: Izdatel'stvo AST, 2018.
14. Kutnii E.A. Biznes-korrespondentsiya – M.: Izdatel'stvo EHKSMO, 2015.
15. Nazarova T.B. Angliiskii yazyk delovogo obshcheniya. Kurs leksii i praktikum/ Business English: a course of lectures with exercises, activities and tasks – M.: Izdatel'stva AST, Astrel', VKT, 2019.
16. Naumova T.V., Gongadze A.A. Business Idioms. Supplement to Ch. Goddard “Business Idioms International”. – M.: Izdatel'stvo TEIS, 2022.
17. Nekhaeva G.B., Pichkova V.P. Angliiskii yazyk dlya delovogo obshcheniya/ Business English in Practice. Uchebnik dlya vuzov. – M.: Izdatel'stvo Prospekt, 2019.
18. Sdobnikov V.V., Selyaev A.V., Chekunova S.N. Nachal'nyi kurs kommercheskogo perevoda. – M.: Izdatel'stva AST, Vostok-Zapad, 2017.
19. Semko S.A., Sdobnikov V.V., Chekunova S.N. Uchebnik kommercheskogo perevoda. Angliiskii yazyk. – M.: Izdatel'stva AST, Vostok-Zapad, 2016.
20. Suleimanova O.A., Beklemesheva N.N. i dr. Grammaticheskie aspekty perevoda. Seriya: Vysshee professional'noe obrazovanie. – M.: Izdatel'stvo Akademiya, 2019.
21. Sukhinina I.A. Business partnership. Delovoe partnerstvo. – M.: Izdatel'stva AST, Vostok-Zapad, 2016.
22. Sushchinskii I.I. Delovaya korrespondentsiya na angliiskom yazyke. – M.: Izdatel'stvo Ehksmo, 2017.
23. Shevchuk V.N. Ehlektronnye resursy perevodchika. – M.: Izdatel'stvo Librait, 2018.
24. Shereminskaya L.G. Nastol'naya kniga perevodchika. Seriya: Professional'noe obrazovanie. – Rostov-na-Donu: Izdatel'stvo Feniks, 2018.
25. Ehkk V., Drennan S. Delovaya perepiska na angliiskom yazyke. – M.: Izdatel'stva Astrel', AST, 2007.
26. Jones L., Alexander R. New International Business English. Communication skills in English for business purposes. – Cambridge: Cambridge University Press, 2017.
27. Tullis G., Trappe T. New Insights into Business. – Harlow: Pearson Education Limited, Third Impression, 2016.

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"
-

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 .elsevier.com/locate/scopus /](http://www.elsevier.com/locate/scopus/)

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

1. Methodological instructions for preparation to practical classes in the discipline “Business Document Translation”

Active learning methods used in teaching:

- group discussions,

In a group discussion, the group should find the solution to a problem in a given classroom. The goal is a search process that should lead to objectively known but from the students' point of view subjectively new knowledge.

When conducting a discussion, it is necessary that the students have a clear understanding of the subject, the general framework of the discussion and the order of the discussion. When organising a discussion, the teacher should create a favourable, psychologically comfortable environment. Seat the participants in a circle. In addition, it is important to clarify the topic and question beforehand. The introductory part is built in such a way as to actualise the participants' existing knowledge, introduce the necessary information, create interest in the problem.

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

1. A brief preliminary discussion of the topic in small groups;
2. Introducing the topic of the conversation by asking one or two participants in advance to make an introductory problem statement that reveals the problem statement;
3. Using a brief pre-survey on the topic.

Any of the options should not take too long to allow for a quicker transition to the discussion.

There are a number of sequential steps that should be taken to conduct a discussion effectively:

1. Allocate roles-functions in the discussion group ("moderator (organiser), analyst, recorder, observer").
2. Determine the order of work when discussing a problem in discussion groups (setting the problem; arranging participants into groups, assigning roles in small groups, explaining what the expected participation of participants in the discussion is; discussing problems in small groups; presenting the results of the discussion in front of the whole team; continuing the discussion and behaviour of the results).

- training (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 education and upbringing and educational trainings.

Educational games help to form such important key qualifications of specialists as communicative abilities, tolerance, ability to work in a team, independence of thinking. Training games are based on the principle of imitating 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 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 playing 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 give 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 summarise the results. This is an important part of the learning process.

There are some guidelines that organisers should follow when using the role-play method:

1. A role-play plan should be carefully developed, according to the literature for developing roles 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 endeavour.
2. The effectiveness of role-plays is determined by the novelty of the experience, so if they are used every chance they get, the value of this interactive technology is diminished.
3. The number of groups should be small (up to 10 people). This number allows to create an informal, creative environment for 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 video recording 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 mastering 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 completion are specified in the Appendix to the course syllabus.

<https://esystem.rudn.ru/course/view?id=658>

* 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

Sibul V.V.

Name and Surname

HEAD OF THE HIGHER EDUCATION PROGRAMME:

FLD EF

Educational Department

Malyuga E.N.

Signature

Name and Surname