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

LAW INSTITUTE

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

COURSE SYLLABUS

**INTERLINGUISTIC COMMUNICATION: MAIN COURSE ON SIMULTANEOUS
INTERPRETING(ENGLISH-RUSSIAN)**

course title

Recommended by the Didactic Council for the Education Field of:

45.04.02 Linguistics

field of studies / speciality code and title

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

Translation and Interpreting for Public Services and Institutions

higher education programme profile/specialisation title

1. COURSE GOAL(s)

The course focuses on the improvements of students' knowledge in relation to the norms, rules and styles of interlinguistic communication along with the mental characteristics and national customs of the representative of various civilizations; it also covers the comparison of the value systems of the representatives of various cultures; the communicative competences of future specialists; their training for professional activities (research, organizational and managerial) in conditions of interlinguistic integration; the course also provides an opportunity to improve existing knowledge and skills in simultaneous interpreting.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course "Institutional Communication" is aimed at the development of the following competences:

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

Competence code	Competence descriptor	Competence formation indicators (within this course)
GPC-5	Ability to carry out interlingual and intercultural interaction in accordance with the conventions of speech communication in a foreign language community, in line with the rules and traditions of intercultural professional communication with native speakers.	GPC-5.1. Knows the conventions of foreign community communication in diverse situational contexts.

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course 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*
GPC-5	Ability to carry out interlingual and intercultural interaction in accordance with the conventions of speech communication in a foreign language community, in line with	English Language Course; Cross Cultural Communication and Mediation	

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	the rules and traditions of intercultural professional communication with native speakers.		

* To be filled in according to the competence matrix of the higher education programme.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course is 3 credits (108 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>					
Lectures (LC)					
Lab work (LW)					
Seminars (workshops/tutorials) (S)	36			36	
<i>Self-studies</i>	63			63	
<i>Evaluation and assessment (exam/passing/failing grade)</i>	9			9	
Course workload	academic hours	108		108	
	credits	3		3	

* To be filled in regarding the higher education programme correspondence training mode.

5. COURSE CONTENTS

Table 5.1. Course contents and academic activity types

Course module title	Course module contents (topics)	Academic activity types
Module 1: Interpreting in the sphere of internationalisation of higher education in a globalized world.	Topic 1.1. Interpreting issues related to the sphere of higher education governance and management.	S
	Topic 1.2. The performance and quality of higher education as the subject of policy debate and public discourse at both the national and supra-national levels.	S
Module 2: The EU approach to higher education.	Topic 2.1. Contrasting visions of the purpose of higher education.	S
	Topic 2.2. Two fundamentally different approaches to higher education.	S

Course module title	Course module contents (topics)	Academic activity types
Module 3: The EU higher education system.	Topic 3.1. The Bologna process and the European Higher Education Area.	S
Module 4: Remaining concerns of Bologna process.	Topic 4.1. Concerns over commitments undertaken through the Bologna process.	S
Module 5: The cost of higher education in the EU.	Topic 5.1. The cost of higher education and the best way to support students in paying for it	S
Module 6: University ranking systems (1).	Topic 6.1. The impact of competition on higher education. Topic 6.2. Universities in a competitive edge.	S
Module 7: University ranking systems (2).	Topic 7.1. Stock-taking and policy response within the EU. Topic 7.2. Results of European higher education institutions in the two global ranking systems and concerns over the EU's position as a knowledge economy.	S
Module 8: Overview of new forms of digital learning.	Topic 8.1. Transforming education requires pedagogical, organizational and technological innovation.	S
Module 9: New modes and models of higher education delivery.	Topic 9.1. Digital learning. Its advantages, namely in terms of broadened access to education for all.	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)
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.	
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.	

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

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Castellano-Hoyt D. W., Enhancing Police Response to Persons in Mental Health Crisis: Providing Strategies, Communication Techniques, and Crisis Intervention Preparation in Overcoming Institutional Challenges. USA, 2003, 309 p.
2. Forest J., P. Altbach, International Handbook of Higher Education, Springer, 2011.
3. Lammers J., Barbour J. B., An Institutional Theory of Organizational Communication. In: Communication Theory, Volume 16, Issue 3, 1 August 2006, Pages 356–377, <https://doi.org/10.1111/j.1468-2885.2006.00274.x>
4. Scott W.R., Levitt R.E., Orr R.J. Global projects: Institutional and political challenges. Cambridge University Press, 2011.
5. Shin J., Toutkoushian R., Teicher U. (Eds.), University Rankings: Theoretical Basis, Methodology, and Impacts on Global Higher Education, 2011
6. Suddaby R., Challenges for Institutional Theory. In: Journal of Management Inquiry, 2010, Volume: 19 issue: 1, page(s): 14-20. <https://doi.org/10.1177/1056492609347564>
7. Waisbord S., The institutional challenges of participatory communication in international aid. In: Social Identities. Journal for the Study of Race, Nation and Culture, Volume 14, 2008 - Issue 4, Pages 505-522. <https://doi.org/10.1080/13504630802212009>

Additional readings:

1. Amsler S., Bolsmann C., University ranking as social exclusion, in British Journal of Sociology of Education, 2012
2. Christensen L.T., (2002) Corporate communication: the challenge of transparency, Corporate Communications: An International Journal, Vol. 7 Issue: 3, pp.162-168, <https://doi.org/10.1108/13563280210436772>
3. EUA, Global university rankings and their impact, 2013.
4. Garben S.S., The Bologna Process and the Lisbon Strategy: Commercialization of Higher Education through the Back Door? Croatian Yearbook of European Law and Policy, Vol. 6, 2010
5. Hazelkorn E., How Rankings are Reshaping Higher Education, 2013
6. Hazelkorn E., Understanding rankings and the alternatives: implications for higher education, 2012.
7. Kauppi N., Erkkilä T., The struggle over global higher education, International Political Sociology (2011) 5, 314–326.
8. Labi A., In Europe, Skeptics of New 3-Year Degrees Abound, in The Chronicle of higher education, 11 June 2009
9. Morsing M., Schultz M., Corporate social responsibility communication: stakeholder information, response and involvement strategies. In: Business Ethics. A European Review. Volume 15, Issue 4. Pages: 313-418
10. Rudder H., Mission accomplished? Which mission? The 'Bologna Process' - a view from Germany, in Higher Education Review, Vol. 43, No 1, 2010

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"
- Ghneim F., Corporate communications challenges in the digital age, 2017. – [Electronic resource]-<https://www.communicateonline.me/uncategorized/corporate-communications-challenges-digital-age/>
- New Opportunities and Challenges for Corporate Affairs & Communications Leaders. Russell Reynolds Associates, [Electronic resource]-<https://www.russellreynolds.com/en/Insights/thought-leadership/Documents/Opportunities%20and%20Challenges%20for%20Corporate%20Affairs%20and%20Communications%20Leaders%20171004.pdf>
- Richards D., Examples of corporate communications issues, and how to avoid them, 2017,[Electronic resource]- <https://tuckerhall.com/examples-corporate-communications-issues-avoid/>
- The five challenges of corporate communication. Madrid, 2017. – [Electronic resource]-https://www.desarrollando-ideas.com/wp-content/uploads/sites/5/2017/11/Developing-Ideas_-the-five-challenges-of-corporate-communication.pdf
- The Future And Challenges Of Corporate Communications. – [Electronic resource]-<https://www.holmesreport.com/agency-playbook/sponsored/article/the-future-and-challenges-of-corporate-communications>

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. The course guide “Institutional Communication”.

* 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).

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