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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**

### **THEORY AND PRACTICE OF CROSS-CULTURAL BUSINESS COMMUNICATION**

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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 goal of mastering the course "Theory and Practice of Cross-Cultural Business Communication" is to form undergraduates' understanding of the current problems of cross-cultural business communication and practical communication skills in the professional sphere in a multicultural team.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) "Theory and Practice of Cross-Cultural Business Communication" is aimed at the development of the following competencies /competences in part:

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

| <b>Competence code</b> | <b>Competence description</b>  | <b>Competence development indicators<br/>(in the framework of this course)</b>   |
|------------------------|--|--|
| <b>GC-4</b>            | Able to apply modern communication technologies, including in a foreign language(s), for academic and professional   | GC-4.1 Carries out academic and professional interaction, including in a foreign language  |
|                        |  | GC-4.2 Translates academic texts (abstracts, abstracts, reviews, articles, etc.) from a foreign language or into a foreign language                                    |
|                        |  | GC-4.3 Uses modern information and communication tools for communication   |
| <b>GPC-1</b>           | Has a system of theoretical and empirical knowledge about the functioning of the system of the foreign language being studied and the trends of its development, a system of values and ideas inherent in the culture of the countries of the foreign language being studied | GPC-1.1. Uses the values of the culture of the countries of the foreign language that is being studied   |
|                        |  | GPC-1.2. Understands the system of theoretical and empirical knowledge about the functioning of the system of the foreign language being studied                       |
|                        |  | GPC-1.3. Competent use of the trends of the development of the system of the studied foreign language in the professional activity                                     |
| <b>GPC-5</b>           | Ability to carry out interlingual and cross-cultural interaction in accordance with the conventions of speech communication in a foreign language society, with the rules and traditions of cross-cultural professional  | GPC-5.1. Carries out interlingual and cross-cultural interaction in accordance with the conventions of speech communication in a foreign language society              |
|                        |  | GPC-5.2. Knowledge and competent following of the rules and traditions of cross-cultural professional communication with native speakers of the language being studied |

| <b>Competence code</b> | <b>Competence description</b>                              | <b>Competence development indicators<br/>(in the framework of this course)</b> |
|------------------------|--|--|
|                        | communication with native speakers of the studied language |  |

### 3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course “Theory and Practice of Cross-Cultural Business Communication” refers to the core component of (B1.O.02) 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 “Theory and Practice of Cross-Cultural Business Communication” 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*

| <b>Competence code</b> | <b>Competence description</b>  | <b>Previous Disciplines/Modules*</b>   | <b>Subsequent Disciplines/Modules*</b>   |
|------------------------|--|--|--|
| GC-4                   | Able to apply modern communication technologies, including in a foreign language(s), for academic and professional   | Professional communication practice (main foreign language);   | Practicum on the culture of professional communication (main foreign language);<br>Practicum on the culture of professional communication (second foreign language)<br>Pedagogical internship  |
| GPC-1                  | Has a system of theoretical and empirical knowledge about the functioning of the system of the foreign language being studied and the trends of its development, a system of values and ideas inherent in the culture of the countries of the foreign language being studied | General Linguistics And The History Of Linguistic Theories ;<br>Professional communication practice (main foreign language);<br>Translation theory;<br>Translation referencing of specialized texts;<br>The language of media texts;<br>Information and communication technologies;<br>Lexicography and corpus-based linguistics;<br>Problems of linguistic semantics:<br>Methods of teaching foreign languages in the | Practicum on the culture of professional communication (main foreign language);<br>Practicum on the culture of professional communication (second foreign language);<br>Scientific communication;<br>Abstracting and annotating of specialized texts;<br>Translation analysis of specialized texts;<br>Specialized abstract translation of texts;<br>Professional editing of specialized texts;<br>Translation of official documents |

| Competence code | Competence description   | Previous Disciplines/Modules*   | Subsequent Disciplines/Modules*  |
|-----------------|--|---|--|
|                 |  | format of international exams;<br>Translation of texts in the context of cross-cultural communication;<br>Practicum on Specialized Interpretation                               |  |
| GPC-5           | He is able to carry out interlingual and cross-cultural interaction in accordance with the conventions of speech communication in a foreign language society, the rules and traditions of cross-cultural professional communication with native speakers of the studied language | Professional communication practice (main foreign language);<br>Translation of texts in the context of cross-cultural communication;<br>Practicum on Specialized Interpretation | Practicum on the culture of professional communication (main foreign language);<br>Practicum on the culture of professional communication (second foreign language);<br>Scientific communication;<br>Abstracting and annotating of specialized texts |

\* - - 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 “Theory and Practice of Cross-Cultural Business Communication” is 4 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 |            |   |
| Lectures (LC)   |                        |                            |    |            |   |
| Laboratory work (LW)  |                        |                            |    |            |   |
| Seminars (workshops/tutorials) (S)  | 34                     |                            | 34 |            |   |
| <i>Self-studies, academic hours</i>                                       | 92                     |                            | 92 |            |   |
| <i>Evaluation and assessment (exam/pass/fail grading), academic hours</i> | 18                     |                            | 18 |            |   |
| <b>Course workload</b>  | academic hours         | <b>144</b>                 |    | <b>144</b> |   |
|   | credits                | <b>4</b>                   |    | <b>4</b>   |   |

*Table 4.2. Types of academic activities during the periods of higher education programme mastering (part-time training)\**

| Type of academic activities   | TOTAL,<br>academic<br>hours. | Semesters/training<br>modules |   |   |   |
|---|------------------------------|-------------------------------|---|---|---|
|   |                              | 1                             | 2 | 3 | 4 |
| <i>Contact, academic hours</i>  |                              |                               |   |   |   |
| Lectures (LC)   |                              |                               |   |   |   |
| Laboratory work (LW)  |                              |                               |   |   |   |
| Seminars (workshops/tutorials) (S)  |                              |                               |   |   |   |
| <i>Self-studies, academic hours</i>   |                              |                               |   |   |   |
| <i>Evaluation and assessment (exam/pass/fail grading),<br/>academic hours</i> |                              |                               |   |   |   |
| <b>Course workload</b>  | academic<br>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,<br>academic<br>hours. | Semesters/training<br>modules |   |   |   |
|---|------------------------------|-------------------------------|---|---|---|
|   |                              | 1                             | 2 | 3 | 4 |
| <i>Contact, academic hours</i>  |                              |                               |   |   |   |
| Lectures (LC)   |                              |                               |   |   |   |
| Laboratory work (LR)  |                              |                               |   |   |   |
| Seminars (workshops/tutorials) (S)  |                              |                               |   |   |   |
| <i>Self-studies, academic hours</i>   |                              |                               |   |   |   |
| <i>Evaluation and assessment (exam/pass/fail grading),<br/>academic hours</i> |                              |                               |   |   |   |
| <b>Course workload</b>  | academic<br>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<br>activities types* |
|---|---|-------------------------------|
| Module 1.<br>Communication Theory<br>Development in<br>Contemporary Linguistics | Topic 1.1. Concept of cross-cultural communication, communication laws, cross-cultural business communication and speech act theory | S                             |
|   | Topic 1.2. Communication elements: source, encoding, message, channel, recipient, decoding, feedback                                | S                             |
|   | Topic 1.3. The main characteristics of communication are contextuality (dependence on place, time, circumstances), dynamism,        |                               |

| <b>Course module title</b>   | <b>Course module contents (topics)</b>   | <b>Academic activities types*</b> |
|--|--|-----------------------------------|
|  | symbolic character, presumption, the presence of consequences  |                                   |
|  | Topic 1.4. Communicative strategies and tactics of speech influence in cross-cultural business discourse; criteria for successful communication in oral and written speech (clarity, accuracy, logic). | S                                 |
| Module 2.<br>Cross-cultural characteristics of speech behavior in situations of social interaction (salutations, valedictions, apologies, gratitude, etc.) | Topic 2.1. basic concepts – etiquette, protocol, differences between etiquette and business ethics and their interconnectivity   | S                                 |
|  | Topic 2.2 Essence of culture Culture and nature. Principal purpose and functions of culture.   | S                                 |
|  | Topic 2.3 Connection between culture and communication. Basic characteristics of culture   | S                                 |
|  | Topic 2.4 The main variants of a foreign language in cross-cultural business communication   | S                                 |
| Module 3.<br>Types of Cross-Cultural Communication   | Topic 3.1 Verbal and non-verbal cross-cultural business communication (basic concepts, connection between verbal and non-verbal communication, language of signs and speech)                           | S                                 |
|  | Topic 3.2 Verbal and nonverbal symbolic systems - similarity and difference. The connection of nonverbal language and culture. The connection of nonverbal language and culture.                       | S                                 |
|  | Topic 3.3 Linguistic means of expressing cross-cultural business discourse and business etiquette (phonetic, lexical, word-formation, grammatical, syntactic, etc.).                                   | S                                 |
| Module 4.<br>Translation and Cross-Cultural Business Communication   | Topic 4.1 Role of translation in cross-cultural business communication   | S                                 |
|  | Topic 4.2 Specifics of relations among representatives of different cultures to be taken into account when interpreting from one language into another   | S                                 |
|  | Topic 4.3 Analysis of examples of communicative failures in cross-cultural business communication.   | S                                 |
| Module 5.<br>Forms of cross-cultural business communication  | Topic 5.1 Linguistic processor as an intermediary between the user and the database in which the information of interest is stored   | S                                 |
|  | Topic 5.2. Business image and basic forms of its expression  | S                                 |
|  | Topic 5.3 Oral and written business speech and their connection to behavior.   | S                                 |
|  | Topic 5.4 Argument as a type of cross-cultural business communication  |                                   |

| Course module title | Course module contents (topics)                       | Academic activities types* |
|---------------------|---|----------------------------|
|                     | Topic 5.5 Job interviews<br>Negotiating Presentations | S                          |

\* - filled in only by **FULL**-time study: *LC* – lectures; *LW* – laboratory work; *S* - seminars.

## 6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

| Classroom type | Classroom equipment   | Specialized educational/laboratory equipment, software and materials for course study (if necessary)  |
|----------------|---|---|
| Seminary       | A classrom for conducting seminar-type classes, group and individual consultations, ongoing monitoring and interim certification, equipped with a set of specialized furniture and multimedia presentation equipment.                     | 323<br>Multimedia projector Casio XJ-M250<br>Wall-mounted screen Digis Dsob-1106<br>340<br>Multimedia projector Casio XJ-F100W<br>Wall-mounted screen Digis Dsem-1105<br>330<br>Multimedia projector Casio XJ-M250<br>Wall-mounted screen Digis Dsob-1106 |
| Computer class | 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>Laptop Asus X751L Intel I5 1700 MHz/8 GB/1000 GB/DVD/audio (15)<br>Multimedia projector 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                                     | 324<br>Multimedia projector Casio XJ-M250<br>Wall-mounted screen Digis Dsob-1106  |

| Classroom type | Classroom equipment     | Specialized educational/laboratory equipment, software and materials for course study (if necessary) |
|----------------|-------------------------|--|
|                | educational environment |  |

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

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

### *Main reading*

1. Malyuga E.N. Yazyk i kul'tura delovoj kommunikacii. – M.: Maks Press, 2020.
2. Malyuga E.N. Funkcional'naya pragmatika mezhkul'turnoj delovoj kommunikacii. – URSS, 2021.
3. Maureen Guirdham. Communicating Across Cultures. – McMillan Press Ltd., 2019.
4. Ter-Minasova S.G. Yazyk i mezhkul'turnaya kommunikaciya. – M.: Slovo/Slovo, 2021

### *Additional reading:*

1. Bremner M. Modern Etiquette. – Chancellor Press, 2022.
2. Comfort J. Effective Meetings. – Oxford University Press, 2020.
3. Comfort J. Effective Negotiating. – Oxford University Press, 2023.
4. Comfort J. Effective Presentations. – Oxford University Press, 2023.
5. Ellis M., O'Driscoll N. Giving Presentations. Longman Business English Skills. – Longman, 2022.
6. Leathers D.G. Successful Nonverbal Communication: Principles and Applications. – Prentice Hall, 2023.
7. Post E. Post's Etiquette. – Harper Collins, 2022.
8. Samovar L.A., Potter R.E. Communication Between Cultures. – Belmont, California, 2014.
9. Goodle M. Professional Presentations. – Cambridge, 2015.
10. Krasnova L.M. Delovoj protokol i e'tiket. – M.: Informacionnyj centr «Korinf» pri MVE'S RF, 2016.
11. Nirenberg D. Genij peregovorov. – Minsk: OOO «Popurri», 2015.
12. Formanovskaya N.I. Rechevoj e'tiket i kul'tura obshheniya. – M.: Vysshaya shkola, 2014.
13. Xolopova T.I., Lebedeva M.M. Protokol i e'tiket dlya delovyx lyudej. – M.: Infra - M, 2014.
- Lewis R. When Cultures Collide. – Nicholas Brealey Publishing, London, 2014.

### *Internet sources:*

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements  
<http://lib.rudn.ru/MegaPro/Web> - RUDN Electronic Library System (RUDN ELS)  
<http://lib.rudn.ru/MegaPro/Web>  
<http://www.biblioclub.ru/> EL "University Library Online" <http://www.biblioclub.ru>  
<http://www.biblio-online.ru> EL "Yurayt" <http://www.biblio-online.ru>  
<http://www.studentlibrary.ru/> EL "Student Consultant" [www.studentlibrary.ru](http://www.studentlibrary.ru)  
<http://e.lanbook.com/> EL "Lan" <http://e.lanbook.com/>

- EL "Trinity Bridge"

2. Databases and search engines:

<http://docs.cntd.ru/> 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 Guidelines for preparation for classes in the course « Theory and Practice of Cross-Cultural Business Communication».

It is a collective discussion of theoretical issues by master's students under the guidance of the teacher. The main objectives of the practical training are:

- consolidation, deepening and expansion of students' knowledge of the course;
- development of the ability to set and solve intellectual problems and issues;
- improvement of the students' ability to prove their point of view, as well as to prove and refute other judgements;
- demonstration by students of the achieved level of theoretical training;
- development of skills of independent work with literature.

At seminars there are detailed discussions on the basis of the plan, oral questioning of students on the questions of the lesson, listening and discussion of reports (abstracts) of students, colloquium, solving linguistic problems, etc. The choice of the form of this lesson is determined by the specifics of the topic, the level of training of undergraduates, and is designed to provide the most complete disclosure of the content of the topic under discussion, to achieve the greatest activity of undergraduates. When realising the competence approach in the educational process active forms of conducting classes are used. When studying various topics of the discipline, role-playing and business games, debates, case studies, brainstorming are used.

Active learning methods used in teaching include:

- educational group discussions,

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

When conducting a discussion, it is necessary that the student participants have a clear understanding of the subject matter, 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, question beforehand. The introductory part is built in such a way as to update the participants' 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 issue in small groups;
2. Introducing the topic of the conversation through the assignment of one or two participants to make an introductory problem statement that reveals the problem statement;
3. using a brief pre-talk 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 must be taken to effectively conduct a discussion:

1. Allocate roles-functions in the discussion group (facilitator (organiser), analyst, recorder, observer).

2. Determine the order of work when discussing the problem in discussion groups (problem statement; grouping participants into groups, assigning roles in small groups, explaining to the leader what the expected participation of participants in the discussion is; discussing the 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 training sessions.

Educational games help to form such important key qualifications of specialists as communicative abilities, tolerance, teamwork, independent thinking. Training games are built 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 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 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 a free 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.

When applying the role-playing method, the organisers should follow some recommended guidelines:

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 endeavour.

2 The effectiveness of role-playing is determined by the novelty of the experience, so if it is used every chance you get, 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 video recording that will provide feedback and validation.

Academic training is a method of active learning aimed at the development of knowledge, skills, abilities and personal qualities. It is 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 development of professional skills.

- fulfilment of tasks and exercises;

Tasks and exercises are a tool for operational control of students, complementing other forms of work at the practical training.

- case studies

The case study method is a teaching technique that uses descriptions of real economic, social and business situations. Trainees have to analyse the situation, understand the essence of the problems, propose possible solutions and choose the best of them. Case studies are based on real factual material or are close to a real situation.

A training session using methods of problem solving or analysing a specific situation assumes that:

- in the process of individual work students get acquainted with the materials of the situation (task) and prepare their papers on the issues presented in the scheme of analysis;
- in the course of group work (5-6 people each) students coordinate different ideas about the situation, main problems and ways of their solution, find a mutually acceptable variant of the solution, finalise and examine the proposals, draw up the proposal in the form of a text and posters for presentation at the session meeting;
- in the process of sessional work each of the small groups presents its own variant of the solution to the situation (problem), answers questions of the participants of other groups and clarifies its proposals, and after the end of the reports gives an assessment or expresses its attitude to the variants of the solution proposed by other groups.

The outcome of the case study is both oral discussion of the formulated problems and written reports of students. The advantage of written answers to case questions is that it is easier for the teacher to trace the logic of students' problem solving, their ability to use theoretical models, etc. It is often useful to combine both forms.

- brainstorming;

Brainstorming technique:

Students are divided by the instructor into two groups: those who are to propose new variants of the solution of the necessary problem - "generators of ideas", and members of the committee who will process the proposed materials - "critics". The task of the "generators" is to sketch out as many suggestions, ideas about the possibilities of solving the problem under discussion. The ideas can be any, unargued and even fantastic. The task of the "critics" is to choose the best ideas from the proposed ones.

The procedure for brainstorming sessions consists of the following steps:

1. Formulation of the problem to be solved, justification of the problem to find a solution. Defining the conditions of group work, familiarisation with the rules of behaviour in the brainstorming process. Formation of working groups of 5-7 people and a separate expert group of "critics", whose responsibilities at the next stage will include the development of criteria, evaluation and selection of the best of the ideas put forward.
2. Warm-up session, i.e. exercises for quick search for answers to questions. The aim of this stage is to help participants to free themselves as much as possible from psycho-logical barriers (awkwardness, shyness, closedness, stiffness, etc.).
3. Working session, i.e. the "storming" of the problem. Once again the tasks are clarified and the rules of behaviour during the work are reminded. Idea generation starts at the signal of the leader in all working groups. One expert is assigned to each group, whose task is to record on the blackboard or a large sheet of paper all the ideas put forward.
4. Expertise - evaluation of the collected ideas and selection of the best ones in the group of "critics" on the basis of criteria developed by them. The working groups take a rest at this time.
5. Summing up - general discussion of the groups' results, presentation of the best ideas, their justification and public defence. Making a general group decision, its recording.

Any participant at each stage of the brainstorming session has the opportunity to speak in a strictly limited amount of time, usually between one and three minutes.

The brainstorming facilitator is not allowed to comment on or evaluate the participants' statements. However, he or she may interrupt a participant if he or she is speaking off-topic or has exhausted the time limit, as well as to clarify the essence of the suggestions made.

The main condition for effective brainstorming sessions is the readiness of students to freely express non-standard solutions. The best results are achieved with certain skills in brainstorming. Therefore, training brainstorming sessions are useful, as they provide students with the rules of brainstorming and skills for real brainstorming (as well as other forms of training).

Independent work of students is of great importance for mastering the course, which can be carried out by students individually and under the guidance of a teacher. Independent work of students involves independent study of individual topics, additional preparation of students for each practical lesson. When studying the discipline, the organization of independent work of students should

represent the unity of interrelated forms: extracurricular independent work and classroom independent work, which is carried out under the direct supervision of a teacher.

**The autonomous activity** should meet the schedule of the course program. The autonomous activity in the course includes:

1. work with a textbook;
2. work with primary sources (articles, audio/video materials, university websites);
2. preparation of reports at a practical lesson;
3. preparation of presentations for reports;
4. exercising in lexical and grammar;
5. work with tests;
6. preparation for current, mid-term control and intermediate certification in 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. <https://esystem.rudn.ru/course/view.php?id=638>

\*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:**

**Head of the FLD EF**

\_\_\_\_\_  
Position, Educational Department

**Malyuga E.N.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name and surname

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

\_\_\_\_\_  
Educational Department

\_\_\_\_\_  
Signature

**Malyuga E.N.**

\_\_\_\_\_  
Name and surname