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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

THEORY AND PRACTICE OF SPECIALIZED INTERPRETING

(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)

2025

1. COURSE GOAL

The goal of the course "Theory and Practice of Specialised Interpreting" is to develop students' practical skills of interpreting, application of knowledge acquired in the practical language course and theoretical courses in the process of interpreting. In the process of study students should develop competences necessary and sufficient for further activity as an interpreter of a text of professional orientation.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) "Theory and Practice of Specialised Interpreting" 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

Competence code	Competence description	Competence development indicators (in the framework of this course)
GPC-1	Possession of a system of theoretical and empirical knowledge about the functioning of the system of the foreign language studied and its development trends, a system of values and perceptions inherent in the culture of the countries of the foreign language studied	GPC-1.1. Ability to use values inherent in the culture of the countries of the foreign language studied
		GPC-1.2. Ability to understand the system of theoretical and empirical knowledge about the functioning of the foreign language system studied
		GPC-1.3. Ability to competently use the trends in the development of the foreign language system in their professional activity
GPC-4	Ability to produce and understand speech works in the foreign language studied in oral and written forms with regard to the official neutral and unofficial registers of communication	GPC-4.1. Ability to produce and understands speech works in the foreign language studied
		GPC-4.2. Proficiency in oral and written forms in different spheres of communication
GPC-5	Able 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. Ability to carry out interlingual and cross-cultural interaction in accordance with the conventions of speech communication in a foreign-language society.
		GPC-5.2. Readiness to competently follow the rules and traditions of cross-cultural professional communication with native speakers of the language studied

Competence code	Competence description	Competence development indicators (in the framework of this course)
	communication with native speakers of the language under study	
PC-1	Ability to carry out intercultural communication and language mediation in all forms and types, in all spheres of human and social activity	PC-1.1 Ability to carry out intercultural communication and language mediation orally in compliance with the norms of oral speech
		PC-1.2 Ability to carry out intercultural communication and language mediation in writing in compliance with the norms of written speech
		PC-1.3 Ability to carry out intercultural communication and language mediation in professional activities of a person and society (proficiency in professional terminology, professional jargon and communication style in a given professional community)
		PC-1.4 Ability to carry out intercultural communication and language mediation in the sphere of business communication (awareness of the ethics of business communication in a culturally sensitive manner)
PC-3	Ability to communicate through the target language, i.e. to transmit and exchange thoughts in various situations in the process of interaction with other participants of communication, correctly using the system of language and speech norms and choosing communicative behaviour adequate to the authentic situation of communication.	PC-3.1. Ability to communicate through the target language, communicates and exchanges ideas in different situations in interaction with other communicators.
		PC-3.2. Ability to use the system of linguistic and speech norms competently
		PC-3.3. Ability to select communicative behaviour appropriate to the authentic communication situation
		PC-3.4. The system of language and speech norms used and the chosen communicative behaviour contributes to the effective achievement of the pragmatic task of communication.
PC-4	Possession of the conventions of speech communication in a foreign-language society,	PC-4.1. Ability to carry out intercultural and professional communication in accordance with the conventions of speech communication in a foreign-language society

Competence code	Competence description	Competence development indicators (in the framework of this course)
	rules and traditions of cross-cultural and professional communication with native speakers of the studied language	PC-4.2. Readiness to comply with the rules and traditions of intercultural and professional communication with native speakers of the studied language

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course “Theory and Practice of Specialised Interpreting” 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 Specialised Interpreting” 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 description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
GPC-1	Possession of a system of theoretical and empirical knowledge about the functioning of the system of the foreign language studied and its development trends, a system of values and perceptions inherent in the culture of the countries of the foreign language studied		Theory and Practice of Cross-Cultural Business Communication Practicum in Culture of Professional Verbal Communication (first foreign language), Practicum in Culture of Professional Verbal Communication (second foreign language), Professional Editing of Specialized Texts, Business Document Translation, Translational analysis of Specialized Texts, Translational abstracting of Specialized Texts, Scientific Communication, Abstracting and Annotating of Specialized Texts
GPC-4	Ability to produce and understand speech works in the foreign language studied in oral and		Scientific Communication Abstracting and Annotating of Specialized Texts, Practicum in Culture of Professional Verbal

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
	written forms with regard to the official neutral and unofficial registers of communication		Communication (first foreign language), Practicum in Culture of Professional Verbal Communication (second foreign language), Scientific Communication, Abstracting and Annotating of Specialized Texts, Pre-diploma internship
GPC-5	Able 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 communication with native speakers of the language under study		Practicum in Culture of Professional Verbal Communication (first foreign language), Practicum in Culture of Professional Verbal Communication (second foreign language), Abstracting and Annotating of Specialized Texts, Scientific Communication
PC-1	Ability to carry out intercultural communication and language mediation in all forms and types, in all spheres of human and social activity		Simultaneous translation workshop for multinational corporations, Practicum in Culture of Professional Verbal Communication (first foreign language), Practicum in Culture of Professional Verbal Communication (second foreign language), Abstracting and Annotating of Specialized Texts, Scientific Communication, Educational internship
PC-3	Ability to communicate through the target language, i.e. to transmit and exchange thoughts in various situations in		Practicum in Culture of Professional Verbal Communication (first foreign language), Practicum in Culture of Professional Verbal

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
	the process of interaction with other participants of communication, correctly using the system of language and speech norms and choosing communicative behaviour adequate to the authentic situation of communication.		Communication (second foreign language), Scientific Communication, Abstracting and Annotating of Specialized Texts
PC-4	Possession of the conventions of speech communication in a foreign-language society, rules and traditions of cross-cultural and professional communication with native speakers of the studied language		Practicum in Culture of Professional Verbal Communication (first foreign language), Practicum in Culture of Professional Verbal Communication (second foreign language), Scientific Communication, 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 Specialised Interpreting” is 7 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>		68	34	34		
Lectures (LC)						
Lab work (LW)						
Seminars (workshops/tutorials) (S)		68	34	34		
<i>Self-studies</i>		148	56	92		
<i>Evaluation and assessment (exam/pass/fail/grading)</i>		36	18	18		
Course workload	academic hours	252	108	144		
	credits	7	3	4		

*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. Interpreting features	Topic 1.1. Classification of interpreting types.	S
	Topic 1.2. Specifics of Interpreting in Official Settings. Interpreting formal conversations, interviews, press conferences, conferences, symposia (public policy discourse).	S
Module 2. Typical Mistakes in Interpreting	Topic 2.1. Studying and analyzing typical mistakes and ways to correct them.	S

Course module title	Course module contents (topics)	Academic activities types*
Module 3. Interpreter's Notetaking	Topic 3.1. Training the notetaking skills.	S
Module 4. Singularities of Translating Economic Texts in Mass Media	Topic 4.1. Analyzing principal problems connected with interpreting.	S
	Topic 4.2. Translation of newspaper, magazine and Internet texts. Difficulties in translation, stylistic, lexical and discursive features of mass media text.	S
Module 5. Comparison of Cultures in Translation in view of linguistic and sociocultural factors	Topic 5.1. Goals of pragmatical text adaptation in view of linguistic and sociocultural factors.	S
	Topic 5.2. Today's Problems of Russian Language.	S
Module 6. Specific Features of Informative Texts	Topic 6.1. Specific Features of Informative Texts in Foreign and Russian Languages.	S
	Topic 6.2 Official Business Text in Source Language and Target Language.	S
Module 7. Translator Speech Actions With Texts	Topic 7.1. Analysis of the translator's speech actions in the process of interpretation.	S
	Topic 7.2. Translation problems related to interpretation.	S
Module 8. Training	Topic 8.1. Sight Translation, Phrase-Based Translation.	S
	Topic 8.2. Translation of video materials and interpreting Protocol.	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 pcs.) Multimedia projector Benq MW526 Screen 220*220 MS Windows 8.1 64bit

Academic activities type	Classroom equipment	Specialised educational / laboratory equipment, software and materials for course study (if necessary)
		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. Alekseeva Irina Sergeevna. Professional'nyi trening perevodchika [Tekst] : Uchebnoe posobie po ustnomu i pis'mennomu perevodu dlya perevodchikov i prepodavatelei. - SPb. : Soyuz, 2021. - 288 s..

<http://lib.rudn.ru/MegaPro/Web/SearchResult/Simple>

2. Migolat'eva Irina Vladimirovna. Perevod s lista [Tekst] : Posobie dlya studentov-lingvistov starshikh kursov. Ch. 2. - M. : Izd-vo RUDN, 2021. - 50 s.

<http://lib.rudn.ru/MegaPro/Web/SearchResult/Simple>

Additional reading:

1. Alimov V.V. Teoriya perevoda. Perevod v sfere professional'noi kommunikatsii. 4-e izd. – M.: Dom Knigi, 2016.

2. Barkhudarov L.S. K voprosu o grammaticheskikh znacheniyakh i ikh peredache pri perevode//Inostrannye yazyki v shkole. 2022. № 3.

3. Grigor'eva O.N Stilistika russkogo yazyka. – M.: NVI–TEZAURUS, 2020.

4. Ermolovich D.I. Imena sobstvennye na styke yazykov i kul'tur. – M.: R. Valent, 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 Yu.P. Teoriya i praktika khudozhestvennogo perevoda. – M.: Izdatel'skii ientr «Akademiya», 2015.

9. Tatarinov V.A. Metodologiya nauchnogo perevoda. – M.: Moskovskii litsei, 2017.
v) periodicheskie izdaniya

1. AlmaMater // Vestnik Vyshei shkoly.

2. Innovatsii v obrazovanii.

3. Vysshee obrazovanie segodnya.

4. Vysshee obrazovanie v Rossii. // Nauchno-pedagogicheskii zhurnal Ministerstva obrazovanie i nauki Rossii.

5. Pedagogicheskoe obrazovanie i nauka. // Mezhdunarodnaya akademiya nauk pedagogicheskogo obrazovaniya.
6. Prepodavatel'. XXI vek. // Obshcherossiiskii zhurnal o mire obrazovaniya.
7. Lingvistika i mezhkul'turnaya kommunikatsiya. // Vestnik Moskovskogo universiteta.

Dictionaries

1. McKean E. The New Oxford American Dictionary. – Oxford University Press, 2005.
2. Anglo-russkii slovar' ustoichivyykh slovosochetaniy / Collins Cobuild Dictionary of Idioms. AST, Astrel', 2004.
3. Bock H.K., Bock I.R., Frey G. Elsevier's Dictionary of European Community Company/Business/Financial Law. – Elsevier Science, 2005.
4. Oxford Dictionary of English. – Oxford University Press, 2005.
5. Jones D. Cambridge English Pronouncing Dictionary (+ CD-ROM). – Oxford University Press, 2006.
6. Oxford Dictionary of Economics. – Oxford University Press, 2003.
7. Eskin L. N., Fedina A. M., Butnik V. V., Fagradnyants I. V. Sovremennyyi anglo-russkii slovar' po ekonomike, finansam i biznesu / Contemporary English-Russian Dictionary on Economics, Finance & Business. – Veche, 2007.
8. A Dictionary of Finance and Banking. – Oxford University Press, 2008.
9. Zhdanova I.F. Novyi anglo-russkii ekonomicheskii slovar'/ New English-Russian Economic Dictionary. – Drofa, Russkii yazyk – Media, 2008.

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/>
 - 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 seminars on "Theory and Practice of Specialised Interpreting" course.

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).

* 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=2218>

* 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.

Signature

Name and surname

HEAD OF THE HIGHER EDUCATION PROGRAMME:

FLD EF

Educational Department

Malyuga E.N.

Signature

Name and surname