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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

DIGITAL MEDIA

(course title)

Recommended by the Didactic Council for the Education Field of:

45.04.02 «LINGUISTICS» (Master's degree)

(field of studies / specialty code and title)

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

Foreign Language of Professional Communication and Specialized Translation

(higher education programme profile/specialisation title)

1. COURSE GOAL

The goal of the course "Digital Media" is to acquaint students with the peculiarities of language functioning in mass media; to characterise the norms of literary language in specific channels of communication - the language of computer mass media; to show the most appropriate use of invariants and variants, to develop skills of their justified choice, to contribute to the improvement of speech culture. To acquaint students with the current and debatable issues of the theory of norms of modern literary language and the problems of their implementation in the language of mass media.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) "Digital Media" 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-7	Ability to work with basic information searching and expert systems and other systems of knowledge representation and verbal information processing	GPC-7.1. Ability to work with basic information searching and expert systems
		GPC-7.2. Awareness of various systems of knowledge representation and verbal information processing

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course "Digital Media" refers to the core component of (B1.0.02) 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 "Digital Media" 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-7	Ability to work with basic information searching and expert systems and other systems of knowledge representation and	General Linguistics and History of Linguistic Theories; Quantitative Linguistics and New Information Technologies; Information and Communication Technologies;	

Competence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
	verbal information processing	Lexicography and Corpus-Based Linguistics	

* - 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 “Digital Media” 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>	20				20
Lectures (LC)	10				10
Lab work (LW)					
Seminars (workshops/tutorials) (S)	10				10
<i>Self-studies</i>	70				70
<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	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

Таблица 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types*
Module 1. Introduction "Electronic / digital media". Development and essence of the concept.	Topic 1.1. History of the term "new media". Variants of the term.	LC
	Topic 1.2 Characteristics of electronic versions of traditional mass media. Independent Internet publications	S
Module 2. Transformation of individual's communication due to Smart-technologies and the Internet of Things	Topic 2.1 Digital media as objects of reality that are based on a digital code that functions according to an algorithm prescribed by a certain programming language.	LC
	Topic 2.2. Main types of digital media: written content, digital podcasts, three-dimensional imaging, social media platforms.	S
	Topic 2.3. The role of digital media: increasing efficiency and productivity, facilitating editing and dissemination processes, enabling social interaction	LC
	Topic 2.4. Identifying the role of digital media through case studies	S
Module 3. Classification of digital media	Topic 3.1. Classification of digital media uses of media forms and media channels	LC
	Topic 3.2. Multimedia, crossmedia, transmedia	LC
	Topic 3.3. Characteristics of multimedia, crossmedia, transmedia	S
Module 4. Definition of	Topic 4.1. Hybrid media: hybrid genres of journalism, hybrid mass media	LC

Course module title	Course module contents (topics)	Academic activities types*
"Hybrid Media" and "Convergent Media"	Topic 4.2. Hybrid mass media	S
	Topic 4.3. Convergent media. Layers of convergence.	LC
	Topic 4.4. Layers of convergence: layer of convergence of technical devices, layer of convergence of professionalism, layer of convergence of media system components, layer of convergence of media.	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)
Seminar	An auditorium for conducting seminars, group and individual consultations, current and midterm assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	323 Multimedia projector Casio XJ-M250 Wall screen Digis Dsob-1106 340 Multimedia projector Casio XJ-F100W Wall screen Digis Dsem-1105 330 Multimedia projector Casio XJ-M250 Wall screen Digis Dsob-1106
Computer Lab	An auditorium for conducting classes, group and individual consultations, current and midterm 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 Microsoft Office 2013 SDL Trados Studio 2015 Adobe Reader FastStone Image Viewer
Self-studies	An auditorium for independent work of	324

Academic activities type	Classroom equipment	Specialised educational / laboratory equipment, software and materials for course study (if necessary)
	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.	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. Pravila russkoi orfografii i punktuatsii. Polnyi akademicheskii spravochnik / Pod red. V.V. Lopatina. – M.: AST, 2019.
2. Valgina N.S. Funktsional'nye stili russkogo yazyka. M.: Ileksa, 2021.
3. Solganik G.Ya. Prakticheskaya stilistika russkogo yazyka. - M.: Akademiya, 2020.

Additional reading:

1. Kalmykov A.A., Kakhanova L.A. Internet-zhurnalistika. M., 2005.
2. Krupnov V.V. Yazyk sovremennoi pressy. Anglo-russkii slovar'-spravochnik. M., 1993.
3. Kul'tura mul'timedia. M., 2004.
4. Nazarov M.M. Massovaya kommunikatsiya v sovremennom mire: metodologiya analiza i praktika issledovaniy. M., 2000.
5. Pokrovskaya E. V. Gazeta v sovremennoi kul'turno-rechevoi situatsii : kul'tura rechi : yazyk pressy // Rus. rech'. - 2005. - № 5. - S. 69-74.
6. Pocheptsov G.G. Kommunikativnye tekhnologii XX veka. M., 2000.
7. Ter-Minasova S.G. Yazyk i mezhkul'turnaya kommunikatsiya. M., 2000.
8. Chudinov A. P. Politicheskaya lingvistika. M., 2006.
9. Yazyk massovoi i mezhlichnostnoi kommunikatsii. M.: Media-mir, 2007.
10. Yazyk sovremennoi publitsistiki / Sbornik statei pod red. G.Ya. Solganika. M., 2005.
11. Kalmykov A.A. Konvergentsiya – vozmozhnost' universal'nogo zhurnalizma v ramkakh professional'noi identichnosti // Optimal'nye kommunikatsii (OK): epistemicheskii resurs Akademii mediaindustrii i kafedry teorii i praktiki obshchestvennoi svyaznosti RGGU. 2011. URL: <http://jarki.ru/wpress/2011/04/28/2198/>
12. Karyakina K.A. Aktual'nye formy i modeli novykh media: ot ponimaniya auditorii k sozdaniyu kontenta // Mediaskop. 2010. № 1. S. 6-9.
13. Kin Dzh. Demokratiya i dekadans media. M.: Izd-vo Vysshei shkoly ekonomiki, 2015. 312 s.
14. Universal'naya zhurnalistika : Uchebnik / Pod red. L.P. Shesterkinoi. - M. : Aspekt Press, 2016. - 479 s
15. Cultural-Pragmatic Aspects of Media Texts as An Object of Linguistics [Elektronnyi resurs] = Kul'turno-pragmaticheskie aspekty mediateksta kak ob"ekt medialingvistiki : Sbornik materialov 1 Mezhdunarodnoi nauchno-prakticheskoi konferentsii / Sost. N.V. Poplavskaya, A.A. Kolosova, K. Kkhan; pod red. V.V. Barabasha. - Kniga na angliiskom yazyke; Elektronnye tekstovye dannye. - M. : Izd-vo RUDN, 2016. - 92 s.
16. Yazyk sredstv massovoi informatsii / pod red. M.N. Volodinoi. M.: Al'ma mater, 2018.
17. Dobrosklonskaya T.G. Voprosy izucheniya mediatekstov. M., 2021.
18. Dobrosklonskaya T.G. Yazyk sredstv massovoi informatsii: Uchebnoe posobie. M.: KDU, 2018.

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. "Digital Media" lecture synopsis

Module 1. Introduction. "Electronic / digital media". formation and content of the concept.

The term "new media" and its meaning have been attracting the attention of researchers for several years; the relevance of this topic is growing as the concept evolves due to its evaluative nature. The term was first used by M. McLuhan in relation to electronic media, which today can no longer be called "new". In the 1970s, the term was a super term "summarising all the experience and technical means which, with the help of innovative technologies, make it possible for new forms of social communication to take place". Gradually (since the early 1990s, most intensively), this notion has been first expanded and later evolved in the works of many researchers, who mean digital ("digital") media under new media. In turn, radio, television, and later the Internet version of Web 1.0 have in some cases been displaced from the symbolic field of the term. In part, the lack of a specific formulation of the term under study is due to the instability and rapid development of the environment in which it is formed and functions.

Module 2. The transformation of individual communication thanks to Smart-technologies and the Internet of Things.

There are three most commonly accepted approaches to defining the concept of "new media":

- 1) new media are online media. In this case, new media are understood as electronic versions of traditional mass media, as well as independent Internet publications, and the Internet appears as a platform for placing content with a certain set of properties (hypertextuality, interactivity, etc.) as a channel for transmitting information.
- 2) new media is a complex of web environment phenomena. This formulation shifts the focus from web technologies to content consumers who are also content producers. According to this approach, new media include the widest possible range of media formats: from online media, blogosphere and social media to virtual books and cinema aimed at the Internet audience.
- 3) new media are objects of reality that are based on a digital code that functions according to an algorithm prescribed by a certain programming language. In this approach, we are talking

not so much about media products that are the result of some traditional creative activity (Internet media, blogs, social networks, virtual books as new media), but about Smart-technologies (Smart Environment (SmE) technologies: "smart homes", "smart refrigerators", "smart TVs", "smart watches", etc.), modern gadgets - the so-called Internet of Things, which implies active interaction not only between individuals and familiar objects, but also inter-machine interaction thanks to the Internet, in particular, data exchange via cloud storage.

Some aspects of the importance of digital media:

- facilitates the editing and dissemination of data,
- increases efficiency,
- improves brand reputation
- creates ideal conditions for social interaction

Module 3. Classification of digital media

The terms "multimedia", "crossmedia", "transmedia".

The multimedia formula is "one story, many media forms, one media channel". This principle is the basis of digital storytelling and gave birth to the genre of digital journalism - the longread, also called "snowfall".

Crossmedia is "one story, many channels." Crossmedia is relevant in journalism today because of its immediate, real-time format: for example, an international agency does a mailing to multiple media outlets, which often host the information with minor changes - thus, one story is told on multiple channels using a single, common media form. Transmedia is "one big topic, many stories, many forms, many channels." Kevin Moloney writes, "We tell many stories that become flesh on the bones of the story world. In journalism, that story world becomes an important theme - it can be the community or even the rhythm of a reporter's regular news. Each story is complete in its own right, but when many of them are put together, they can expand our understanding of a larger subject."

Module 4. Definition of Hybrid Media and Convergent Media

Hybrid media. Depending on the context, researchers mean by hybrid media different phenomena:

1) hybrid genres of journalism:

(a) Traditional hybrid genres. As we know, journalistic genres are quite plastic and, to some extent, conditional: it is not always possible to find material belonging to one genre without incorporating elements of other genres. In some cases, two genres prevail in a story at once. This is how traditional hybrid genres ("reportage-interview", "conversation-report", etc.) emerge;

b) new hybrid genres. We are talking about the genres of multimedia journalism, which emerged as a result of the introduction of computer and Internet technologies into the life of modern people;

2) Hybrid media. The internetisation of modern information space has led to the emergence of hybrid media. The possibilities of Internet media are wider than those of traditional media, and therefore, traditional media in the online version can use the advantages of other types of media: a print edition can attach a video to a story on the Internet, while a TV channel, on the contrary, can add a news item to the story, supplementing and expanding it (limited airtime often forces journalists to leave much behind the scenes).

Convergent media. The term "convergence" comes from the Latin convergo - "bringing together", the closest analogue in Russian is "merger". This phenomenon is similar to the process of media hybridisation, but not identical to it, as media convergence is carried out at several levels at once:

1) a layer of convergence of technical devices. As the author notes, today "the process of combining in one device all the tools necessary for reporting is evident: microphone, camera, video camera, typewriter, as well as means of communication, with the help of which a report can be sent to the editorial office online, and even a live broadcast from the scene of the event can be organised";

2) the layer of convergence of professionalism. The topic of the universal journalist is still topical and debated in academic circles of journalism researchers. It implies a significant expansion of the competences of the average journalist: a "writer" must be able to become a "filmmaker" if necessary,

a "filmmaker" must be able to become a writer, and everyone must have at least basic computer skills and an idea of how to work on the Internet, particularly in social media;

3) a layer of convergence of media system components. In this case, it means the unification of several media channels in one publication, different in the way of delivering content to the final audience, i.e. the emergence of hyper-publications;

4) a layer of media convergence. At the moment we can state the convergence of a number of professional environments and communicative practices, i.e. "the formation of a new information and communication paradigm of the media, the characteristics of which are: the expansion of media space through the use of non-journalistic media and technologies, in particular: PR, advertising, marketing; the merger of communicative practices, primarily journalism and PR; the coordination of information policies of independent market players, in particular: individual media (as businesses) and producers of media products; and the development of a new information and communication paradigm.

2. Methodological instructions for preparation for seminars on "Digital Media" 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.php?id=20939> .

* 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