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

LAW INSTITUTE

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

COURSE SYLLABUS

**INTERLINGUISTIC COMMUNICATION: INTRODUCTION TO SIMULTANEOUS
INTERPRETING (ENGLISH-OTHER FOREIGN LANGUAGE)**

course title

Recommended by the Didactic Council for the Education Field of:

45.04.02 Linguistics

field of studies / speciality code and title

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

MA in Translation and Interpreting for Public Services and Institutions

higher education programme profile/specialisation title

1. COURSE GOAL(s)

The goal of the course is to raise the awareness of the link between native language and culture as well as to provide introductory material on the foreign language and culture studied, to create a secondary linguistic personality capable to communicate effectively with other linguistic cultures, to overcome barriers and communication conflicts successfully.

The course focuses on the students acquaintance with the norms, rules and styles of interlinguistic communication along with the mental characteristics and national customs of the representative of various civilizations; the comparison of the value systems of the representatives of various cultures; the formation of tolerance; the communicative competences of future specialists; their training for professional activities (research, organizational and managerial) in conditions of interlinguistic integration.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course “Interlinguistic Communication” is aimed at the development of the following competences:

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

Competence code	Competence descriptor	Competence formation indicators (within this course)
GPC - 1	Readiness to master the system of theoretical and empirical knowledge about the functioning of the system of the foreign language under study and its development trends; master the system of values and perceptions of the communities of the countries whose languages are learnt.	GPC – 1.1. Knows the system of foreign language under study, principles, patterns, and tendencies of its functioning in various communicative contexts, taking into account the values and ideas of the communities of the countries whose languages are learnt. GPC – 1.2. Masters comprehensive tools to apply linguistic and extralinguistic knowledge in various communicative contexts, taking into account values and perceptions of the communities of the countries whose languages are learnt.
GPC-5	Ability to carry out interlingual and intercultural interaction in accordance with the conventions of speech communication in a foreign language community, in line with the rules and traditions of intercultural professional communication with native speakers.	GPC-5.1. Knows the conventions of foreign community communication in diverse situational contexts. GPC-5.2. Masters comprehensive tools for interlingual and intercultural interaction in line with the rules and traditions of intercultural professional communication with native speakers
GPC - 6	Ability to master modern technologies to collect, process and interpret the obtained experimental data, methods to compile and format research documentation (dissertation, report, review, abstract).	GPC-6.1. Knows the standards and format research documentation (dissertation, report, review, abstract). GPC-6.2. Masters comprehensive tools to collect, process and interpret the obtained experimental data, methods to compile and format research documentation (dissertation, report, review, abstract).

GPC-8	Ability to use digital technologies and methods in professional activities to study and model objects of professional activities, data analysis, information presentation, etc.	GPC-8.1.Knows digital technologies relevant for the translator and interpreter's professional activities. GPC-8.2. Masters comprehensive digital tools to explore and model objects of professional activities, data analysis, information presentation etc. within translator and interpreter's professional activities.
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3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the core/variable/elective* component of B1 block of the higher educational programme curriculum.

* - Underline whatever applicable.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

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

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GPC - 1	Readiness to master the system of theoretical and empirical knowledge about the functioning of the system of the foreign language under study and its development trends; master the system of values and perceptions of the communities of the countries whose languages are learnt.	Translation Studies; Cross Cultural Communication and Mediation;	Translation/Interpreting in Administrative-Legal Settings; Legal Documents Translation
GPC-5	Ability to carry out interlingual and intercultural interaction in accordance with the conventions of speech communication in a foreign language community, in line with the rules and traditions of intercultural professional communication with native speakers.	Translation Studies; Cross Cultural Communication and Mediation;	Translation/Interpreting in Administrative-Legal Settings; Legal Documents Translation
GPC - 6	Ability to master modern technologies to collect, process and interpret the obtained experimental	Translation Studies; Cross Cultural Communication and Mediation;	Translation/Interpreting in Administrative-Legal Settings; Legal Documents Translation

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	data, methods to compile and format research documentation (dissertation, report, review, abstract).		
GPC-8	Ability to use digital technologies and methods in professional activities to study and model objects of professional activities, data analysis, information presentation, etc.	Translation Studies; Cross Cultural Communication and Mediation;	Translation/Interpreting in Administrative-Legal Settings; Legal Documents Translation

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

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course is 3 credits (108 academic hours).

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (**full-time training**)**

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2	3	4
<i>Contact academic hours</i>		<i>36</i>			<i>36</i>	
Lectures (LC)						
Lab work (LW)						
Seminars (workshops/tutorials) (S)		36			36	
<i>Self-studies</i>		<i>63</i>			<i>63</i>	
<i>Evaluation and assessment (exam/passing/failing grade)</i>		<i>9</i>			<i>9</i>	
Course workload	academic hours	108			108	
	credits	3			3	

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

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Module 1: The European Parliament and the Council on key competences for lifelong learning including	Topic 1.1. Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.	S

Course module title	Course module contents (topics)	Academic activities types
cultural awareness and expression.	Topic 1.2. Cultural knowledge includes an awareness of local, national and European cultural heritage and their place in the world. It covers a basic knowledge of major cultural works, including popular contemporary culture. It is essential to understand the cultural and linguistic diversity in Europe and other regions of the world, the need to preserve it and the importance of aesthetic factors in daily life.	S
Module 2: Explanation of important terms.	Topic 2.1. two important general terms, 'competence' and 'key competence'.	S
	Topic 2.2. Arts education/cultural education.	S
Module 3: General discourses on the goals and intended outcome of arts/cultural education.	Topic 3.1. Arts education trains artistic skills (for further amateur as well as potential professional practice in reception and production) and familiarises the learner with cultural traditions and heritage, and thus shapes cultural identity.	S
Module 4: Intercultural dialogue.	Topic 4.1. Cultural diversity refers to the manifold ways in which the cultures of groups and societies find expression. These expressions are passed on within and among groups and societies.	S
Module 5: Cultural identity.	Topic 5.1. Anthropological approaches have identified four different strategies for understanding the world, finding orientation in the world and modelling the world. Topic 5.2. cognitive-instrumental, ethical-evaluative, aesthetic-expressive and constitutive-religious approaches.	S
Module 6: Cultural heritage.	Topic 6.1. Connecting learners to the diverse heritage of a region or country provides a unique source for shaping the future. Education in the arts and in culture is essential to achieve this goal.	S
Module 7: Sustainable Development.	Topic 7.1. Sustainable development in the broad as well as in the narrow sense is, like intercultural awareness and dialogue and creativity, one of the most relevant and urgent challenges of the 21st century. When addressing sustainable development in education (ESD), the potential of arts/cultural education needs to be considered.	S
Module 8: Looking at the future by reviewing the present.	Topic 8.1. New ad hoc or strategic ways of strengthening Key Competence among EU citizens.	S

* - to be filled in only for **full**-time training: *LC* - lectures; *LW* - lab work; *S* - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

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

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Bamford A. and Wimmer M., Cultural Awareness and Competences, EENC Short Report, September 2014: <http://educult.at/wp-content/uploads/2011/08/Short-Analytical-Report-11-%E2%80%93-Key-Competence-on-Cultural-Awareness-and-Expression.pdf>
2. Calvi L., Geerts W., CALL, Culture and the Language Curriculum, Springer, 1998.
3. David J. Peterson. (2015), The art of language invention: From horse-lords to dark elves, the words behind the world-building, New York: Penguin.
4. van Heusden, B. (2009), Semiotic cognition and the logic of culture in Pragmatics and Cognition.
5. van Heusden, B. (2012), Teaching Art Today, RU Groningen.

Additional readings:

1. Cultural Awareness and Expression Handbook, Luxembourg: Publications Office of the European Union, 2016.
2. Gobbo F., Interlinguistics in the 21st century: new opportunities, new challenges, in: Information for Interlinguists, vol. 2, no. 5 (3/2018),
3. Schubert K. (ed.), Interlinguistics – Aspects of the Science of Planned Languages. Berlin/New York: Mouton de Gruyter, 1989
https://www.researchgate.net/publication/295860371_Interlinguistics_-_Its_Aims_Its_Achievements_and_Its_Place_in_Language_Science

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"
- Cultural Awareness and Competences' by Anne Bamford and Michael Wimmer, EENC Short Report, September 2014 <http://educult.at/wp-content/uploads/2011/08/Short-Analytical-Report-11-%E2%80%93-Key-Competence-on-Cultural-Awareness-and-Expression.pdf>
- OMC Handbook on Creative partnerships, 2014 http://ec.europa.eu/culture/library/reports/creative-partnerships_en.pdf
- OMC Report on Developing synergies with education, especially arts Education, 2010 http://www.artscouncil.ie/uploadedFiles/wwwartscouncilie/Content/News/Young_people,_children,_and_education/MOCedu_final_report_en.pdf
- OMC Report on Better access to and wider participation in culture, 2012 http://ec.europa.eu/culture/policy/strategic-framework/documents/omc-report-access-to-culture_en.pdf
- OMC Report on the Role of public arts and cultural institutions in the promotion of cultural diversity and intercultural dialogue, 2014 http://ec.europa.eu/culture/library/reports/201405-omc-diversity-dialogue_en.pdf
- Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:32006H0962>
- Work Plan for Culture 2011-2014 <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:42010Y1202%2801%29>
- Work Plan for Culture 2015-2018 <http://data.consilium.europa.eu/doc/document/ST-16094-2014-INIT/en/pdf>
- http://www.artscouncil.ie/uploadedFiles/wwwartscouncilie/Content/News/Young_people,_children,_and_education/MOCedu_final_report_en.pdf
- http://ec.europa.eu/culture/library/reports/creativepartnerships_en.pdf
- [http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex: 42010Y1202\(01\)](http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:42010Y1202(01))
<http://data.consilium.europa.eu/doc/document/ST-16094-2014-INIT/en/pdf>

2. Databases and search engines:

- electronic foundation of legal and normative-technical documentation <http://docs.cntd.ru/>
- Yandex search engine [https:// www .yandex.ru/](https://www.yandex.ru/)
- Google search engine <https://www.google.ru/>
- Scopus abstract database <http://www.elsevierscience.ru/products/scopus/>

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

1. The course guide "Interlinguistic Communication".

* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completion are specified in the Appendix to the course syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

DEVELOPERS:

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HEAD OF EDUCATIONAL DEPARTMENT:

_____ Head of Department of Foreign Languages	_____ signature	_____ Professor Anastasia A. Atabekova
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**HEAD
OF HIGHER EDUCATION PROGRAMME:**

_____ position, department	_____ signature	_____ Professor Anastasia A. Atabekova name and surname
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