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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, Foreign Languages Department

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

COURSE SYLLABUS

Second Foreign Language (Portuguese)

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:

Legal Translation and Interpreting

higher education programme profile/specialisation title

2025

1. COURSE GOAL(s)

The main aim is to introduce students to the Second Foreign Language, through the discussion of up-to-date topics related to every day life in their target language environment, to provide training in a human sensitive areas. The course aims to enhance student's abilities in five areas of speech communication, namely, reading, listening, speaking, writing, and mediation in oral and written forms.

The course is based on many profound online resources that allow the students and the teacher to embark on flexible topic track in terms of listening, writing, reading and speaking activities, while fostering pronunciation and grammar skills.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course *Second Foreign Language* is aimed at the Master's students' formation of the following competencies (part of competencies):

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	Masters the system of theoretical and empirical knowledge about the functioning of the system of the foreign language under study and its development trends; masters the system of values and perceptions of the communities of the countries whose languages are learnt	GPC 1.1. Knows the system of the 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-4	Can generate and understand speech in the foreign language under study in oral and written forms in relation to the official neutral and informal registers of communication.	GPC-4.1 Knows the specifics of the speech functional styles and genres in Russian and foreign languages under study
		GPC-4.2 Masters comprehensive cognitive - discursive tools to produce and perceive texts of various functional styles and genres in the foreign language under study as well as to edit and proofread the above texts

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course *Second Foreign Language* 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	Masters the system of theoretical and empirical knowledge about the functioning of the system of the foreign language under study and its development trends; masters the system of values and perceptions of the communities of the countries whose languages are learnt		1. Cross cultural communication in various domains (in English); 2. Second Language Practice; 3. Interlinguistic Communication; 4. Techniques and Resources for TIPSI; 5. Research work; 6. Teaching Internship
GPC-4	Can generate and understand speech in the foreign language under study in oral and written forms in relation to the official neutral and informal registers of communication.		1. Second Language Practice; 2. Teaching Internship

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

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

1) The total workload of the course *Second Foreign Language* is 8 credits (288 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>			18	16	18	16
Seminars (workshops/tutorials) (S)			18	16	18	16
<i>Self-studies</i>			81	2	45	47
<i>Evaluation and assessment (exam/passing/failing grade)</i>			9	18	9	9
Course workload	academic hours	288	108	36	72	72
	credits	8	3	1	2	2

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Module 1 Language skills training 1. Foundations.	Topic 1.1. Portuguese Alphabet and special characters (ç, ã, õ, ê, etc.)	S
	Topic 1.2 Introduction to reading and writing	
	Topic 1.3 Vocabulary: greetings, days, numbers, colors	
	Topic 1.4. Overview of Portuguese-speaking countries	S
2. Pronunciation	Topic 2.1 Nasal sounds, open vs. closed vowels	S
	Topic 2.2. Practice	S
Module 2. Major areas for activities	Topic 1.1. Ecology, science, politics , healthcare issues, sports, education, societal issues, etc.	S
1. Listening (on social issues)	Topic 1.2. Practice: Basic terminology, grammar revision & text analysis. Reading, writing, listening and speaking assignments.	S
2. Reading (on language use issues).	Topic 2.1. Topics on language use in terms of morphology, syntax, pragmatics, sound system of Language, mistakes in speech	S
	Topic 2.2. Practice: Basic terminology, grammar revision & text analysis. Reading, writing, listening and speaking assignments.	S
3. Speaking (topics related to Listening on social issues)	Topic 3.1. Ecology, science, politics , healthcare issues, sports, education, societal issues, etc.	S
	Topic 3.2 Practice: Basic terminology, grammar revision & text analysis. Reading, writing, listening and speaking assignments.	S
4. Writing (on topics related to Listening	Topic 4.1 Ecology, science, politics , healthcare issues, sports, education, societal issues, etc.	S
	Topic 4.2 Practice: Basic terminology, grammar revision & text analysis. Reading, writing, listening and speaking assignments..	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)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Lab work	A classroom for laboratory work, individual consultations, current and mid-term	

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
	assessment; equipped with a set of specialised furniture and machinery.	
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.	A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector Marker board WiFi, specialized software: Trados
Computer Lab	A classroom 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.	
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.	A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector Marker board WiFi

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

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

Abreu, C. (2020). Portuguese for Beginners: A Comprehensive Guide to Learning the Portuguese Language Fast. Tertulia.

Cezar Abreu. Portuguese for Beginners: A Comprehensive Guide for Learning the Portuguese Language Fast. Kindle Edition, 2020.

M. Clarke, R. McNab. Portuguese Easy Learning Audio Course. 2009

Megez Kamin Yu.M. Portuguese from scratch. 368.st.AST, 2023.

Nitti, J. J., & Ferreira, M. J. (2015). 501 Portuguese Verbs. Barron's Educational Series.

Tyson-Ward, S. (2010). Get Started in Beginner's Portuguese: Teach Yourself. Hodder Education.

Tyson-Ward, S. (2019). Practice Makes Perfect: Basic Portuguese, Premium Second Edition. McGraw-Hill Education.

Whitlam, J. (2019). Modern Brazilian Portuguese Grammar: A Practical Guide. Routledge.

Training toolkit for self- studies to master 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.

* 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:

N.O. Yakovleva

HEAD OF EDUCATIONAL DEPARTMENT:

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Department

A.A. Atabekova

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HEAD OF HIGHER EDUCATION PROGRAMME:

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