

**ГОУ ВПО РОССИЙСКО-АРМЯНСКИЙ (СЛАВЯНСКИЙ)
УНИВЕРСИТЕТ**

Составлен в соответствии с
государственными требованиями к
минимуму содержания и уровню
подготовки выпускников по
направлению _____ и
Положением «Об УМКД РАУ».



“_24_” августа 2023 г.

Институт: _____ **МЕДИА РЕКЛАМЫ И КИНО** _____
Название института

Кафедра: _____ **Креативных индустрий** _____
Название кафедры

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Ученое звание, ученая степень, Ф.И.О

УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС

Дисциплина: Б1.О.23 Реклама и СО в современном мире

Для бакалавриата:

Направление: 042.03.01 Реклама и связи с общественностью

Код и название специальности по ОККО

Профиль: Реклама и связи с общественностью

ЕРЕВАН

1. Паспорт дисциплины:

Индекс дисциплины: Б1.О.26

Наименование и код специальности подготовки 42.03.01- «Рекламаи СО»

Год обучения: 4

Форма обучения: очная

Семестр: 5, 6

Общее кол-во часов на дисциплину 252

Аудиторное кол-во часов на дисциплину 144, из них 144 -
практических и 108 часов самостоятельная работа.

2. Аннотация

Курса читается на английском языке. Определенное место уделено изучению социокультурных оснований деятельности в области рекламы и связей с общественностью, проблемы взаимодействия региональных PR-служб с местными органами власти, вопросам истории возникновения и развития рекламы и СО.

Курс предполагает также обучение студентов написанию грамотных, привлекательных рекламных текстов на английском языке

2.1. Взаимосвязь дисциплины с другими дисциплинами учебного плана специальности.

На этом уровне обучения по возможности избегается дословный перевод, грамматические сходства с армянским или русским языками объясняются только при наличии сложных конструкций, язык изучается основываясь на профессиональные тексты.

2.2. Требования к исходным уровням знаний и умений студентов для прохождения дисциплины

Для приступления к изучению данной программы (Б-2, upper-intermediate Общевропейской шкалы владения иностранными языками), студент должен владеть уровнем Б-1 (intermediate level). Студент должен понимать основные мысли услышанного, сформулированные ясно и с соблюдением литературной нормы, понимать тексты на повседневные темы, с достаточно употребительными словами и грамматическими конструкциями, без подготовки участвовать в диалогах на разные темы (семья, свободное время, работа, путешествия, разные новости), рассказывать о своих впечатлениях, планах, используя несложные фразы, владеть основными грамматическими знаниями.

3. Содержание

3.1. Цели и задачи дисциплины

Основная цель курса состоит в обучении практическому владению языком рекламы: развитие грамматически правильной и логически осмысленной устной и письменной речи . Данный курс лекций позволяет развивать у студентов языковую, речевую, культурную и

профессиональную компетенцию, что оптимизирует обучение английскому языку для специальных целей.

3.2. Трудоемкость дисциплины и виды учебной работы (в академических часах и кредитах)

Трудоемкость дисциплины в академических часах – 252; Кредиты – 7;

Курс рассчитан на два семестра. Форма контроля – зачет, зачет.

3.3. Трудоемкость дисциплины и виды учебной работы по учебному плану

3.3.1. Объем дисциплины и виды учебной работы

Виды учебной работы	Всего, в акад. часах	Распределение по семестрам					
		1 Сем	2 Сем	3 сем	4 сем.	5 сем	6 сем.
1	3	4	5	6	7	10	11
1.Общая трудоемкость изучения дисциплины по семестрам , в т. ч.:	252	144	108				
1.1. Аудиторные занятия, в т. ч.:	144	72	72				
1.1.1. Лекции							
1.1.2. Практические занятия, в т. ч.	144	72	72				
1.1.2.1. Обсуждение прикладных проектов							
1.1.2.2. Кейсы							
1.1.2.3. Деловые игры, тренинги							
1.1.2.4. Контрольные работы (за счет практических занятий)							
1.1.3. Семинары							
1.1.4. Лабораторные работы							
1.1.5. Другие виды аудиторных занятий	144						
1.2. Самостоятельная работа, в т. ч.:		72	36				
1.2.1. Подготовка к экзаменам							
1.2.2. Другие виды самостоятельной работы, в т.ч. (можно указать)							
1.2.2.1. Письменные домашние задания							
1.2.2.2. Курсовые работы							
1.2.2.3. Эссе и рефераты							
1.3. Консультации							
1.4. Другие методы и формы занятий **							
Итоговый контроль (Экзамен, Зачет, диф. зачет/указать)		зачет	зачет				

3.3.2. Распределение объема дисциплины по темам и видам учебной работы

Разделы и темы дисциплины	Всего ак. часов	Лекции, ак. часов	Практ. занятия, ак. часов	Семинары, ак. часов	Лабор, ак. часов	Другие виды занятий, ак. часов
	3=4+5+6+7+8	4	5	6	7	8
Модуль 1.						
Тема 1. Antecedents of modern PR		3	3			
Тема 2. Sources of PR		3	3			
Тема 3. History of PR in Russia		3	3			
Тема 4. Ethics of PR		3	3			
Тема 5. Approaches to PR Ethics		3	3			
Test		3	3			
Модуль 2.		3	3			
Тема 6. The future of PR ethics		3	3			
Тема 7. Methods tools and tactics		3	3			
Тема 8. Types of PR Advertising		3	3			
Тема 9. Advertising messages		3	3			
Тема 10. The difference between PR and Ad.		3	3			
Test		3	3			

Модуль 3.						
Тема 11. Copy		3	3			
Тема 12. Press release, fact sheet, newsletter etc.		3	3			
Тема 13. Copyright		3	3			
Тема 14. Registration and other requirements		3	3			
Test		4	4			

Модуль 4.						
Тема 15. Functions of PR		4	4			
Тема 16. Goals, problems and functions of PR		3	3			
Тема 17. Propaganda		4	4			
Тема 18. The difference between PR and propaganda		3	3			
Test		4	4			
ИТОГО		72	72			

3.3.3. Содержание разделов и тем дисциплины

Тема 1. Antecedents of modern PR.

Conventional wisdom marks the beginning of public relations as we know it today as occurring during the 19th century, in the United States. A confluence of growing mass media outlets, a desire to reach mass markets, and a need to create public policy support for large industrial complexes fostered the practice and motivated the pioneers of the field to refine and shape the practice to the conditions of their time.

Important to note, however, is the fact that although the growth of media outlets offered new challenges and opportunities during the 19th century, many of the functions of the practice were well established by this time. Pioneers of the practice working in the 19th century built on a foundation that arguably reaches back to the dawn of civilizations that are hundreds and even thousands of years old.

For centuries, leaders of government, religion, and commerce have worked to inspire awe, mystery, and obedience.

Mercantile activities have required persons who can promote products, services, and business opportunities. Explorers opened trade routes and created treaty relationships to spark commerce. Shipping fleets, trade expeditions, and commercial relationships offer anthropologists insights into the forces that shaped cultures.

Тема 2. Sources of PR

Public relations is associated with all aspects of cultural growth and change. Political campaigns are the playground of public relations. European monarchies have used pageantry, diplomacy, warfare, executions, and managed marriages to create and change governments. Colleges

and universities used public communication to focus attention on their educational accomplishments. The creation and propagation of new faiths also provided antecedents. Churches have used techniques to attract and keep converts loyal to the faith.

Тема 3. History of PR in Russia

The historical antecedents of public relations, therefore, are often entangled with communication activities typically associated with what is called propaganda.

A search for the antecedents of public relations might focus on tools, tactics, strategies, functions, and outcomes that characterize the profession today. Tools and tactics include rallies, events, newsworthy stories, editorials, buildings, logos, and treatises. Strategies are timeless: inform, persuade, identify, collaborate, compete, compromise, and negotiate. The functions provide some of the strongest evidence: government relations, marketing communication, publicity, promotion, investor relations, employee relations, and student relations. Outcomes seem timeless: motivate people to buy, believe, fear, follow, live in religious faith, and support.

The roots of public relations stretch back 4,000 years. They include the creation of the buildings, statues, idols, and governmental communication systems of highly sophisticated ancient societies. The ceremonial burial of leaders, even as deities, is part of the history of public relations.

Тема 4. Ethics of PR

Public relations ethics inspires much debate between public relations communicators and those suspicious of the field. Because of the weighty responsibilities of the public relations function within an organization and its ability to wield influence, public relations ethics is a vibrant topic that should be discussed, researched, and refined. First, what is ethics? Immanuel Kant wrote, "By way of introduction, I had defined ethics as a science that teaches, not how we are to achieve happiness, but how we are to become worthy of happiness" (1793/ 1974, p. 45). Other scholars defined ethics as the study of what is right and wrong, fair and unfair, in how we should live our lives. Simply defined, ethics is the study of morality. Ethics assumes that truth and morality exist and can be discovered through the rules, values, and principles that govern, or should govern, behavior.

Тема 5. Approaches to PR Ethics

Scholars have attempted to conceptualize an ethical body of knowledge in public relations. Related disciplines such as communication ethics, media ethics, and business ethics have contributed theories and ideas to the discussion. Public relations scholars have applied moral philosophy to public

relations ethics and found it a fruitful area of study. However, public relations practice has failed to follow scholarship by basing its ethics squarely in moral philosophy. Few public relations practitioners have studied moral philosophy or ethics, and most tend to rely on situational ethics or crude cost-benefit analyses of dilemmas rather than rigorous philosophical analyses. Research found that situational ethics are the preference of public relations practitioners in the United States. A situational approach to ethics is problematic because it sees no universal or generally applicable moral norms, but looks at each situation independently. The lack of guidance given by situational ethics limits its usefulness; furthermore, it is normally employed by those with very little ethics training. Scholars found that public relations courses and texts gave little attention to the topic of ethics.

Тема 6. The future of PR ethics

Many public relations researchers endorsed the idea that public relations practitioners should act as the ethical conscience of their organization. They are seen as naturally filling this organizational role because of their expertise in relationship building, conflict management, reputation management, and communication with publics. One drawback is that most professional communicators have had little formal training in ethics or philosophy. Thomas H. Bivins concluded that although the study of ethics is crucial to the future of public relations, “there is no accepted conceptual framework from which to study public relations ethics” (1989, p. 49).

Ron Pearson contributed two moral imperatives to the study of public relations ethics. First, he said that maintaining communication relationships with publics is a moral imperative; second, he said one must improve the quality of these relationships by making them “increasingly dialogical” (1989b, p. 377). Pearson advocated a “co-orientation” theory approach based on dialogue and understanding. Viewing dialogical communication as synonymous with symmetrical communication.

Applying these ethical models to public relations practice and educating public relations practitioners about the approaches to analyzing a moral dilemma are primary concerns in this field. For public relations to mature, grow in responsibility, and perform the role of ethical counsel or ethical conscience of the organization, practitioners must be well versed in ethics and trained in ethical analysis. Forward-thinking organizations are embracing this idea today. The growth of public relations ethics will ensure that it can overcome a dubious beginning and perform a positive function in society by providing information and by building and maintaining relationships between organizations and the many publics that they serve.

Тема 7. Methods tools and tactics

Traditional public relations tools include press releases and press kits which are distributed to the media to generate interest from the press. Other widely used tools include brochures, newsletters and annual reports. Increasingly, companies are utilizing interactive social media outlets, such as blogs, microblogging and social media. Unlike the traditional tools which allowed for only one-way communication, social media outlets allow the organization to engage in two-way communication, and receive immediate feedback from various stakeholders. There are two types of two-way communication. Two-way asymmetrical public relations and Two-way symmetrical public relations. An asymmetrical public relations model is unbalanced. In this model an organization gets feedback from the public and uses it as a basis for attempting to persuade the public to change. A symmetrical public relations model means that the organization takes the interests of the public into careful consideration and public relations practitioners seek a balance between the interest of their organization and the interest of the public.

Тема 8. Types of PR Advertising

Institutional advertising promotes an organization (versus merely a product or service) and typically is used to announce a new corporate identity, to attract investors, to enhance an organization's overall reputation, or to reach out to local communities by promoting the sponsor as a good citizen engaged in social concerns such as the environment.

Financial advertising is used by for-profit corporations to announce new financial developments. Securities underwriters routinely publish simple *tombstone ads* when new securities are offered for a client.

Issues advertising enables an organization to speak out on an important social problem or situation in which it has a stake. Advocacy advertising is being used with increased frequency as part of issues management programs to sway public opinion on public discussions of social issues. Issues ads also can be run as part of government relations programs to influence voters in local ballot measures, referenda, and initiatives and to reach congressmen, state legislators, and local officials when votes are pending on important legislation.

Political advertising is used to lend support to political candidates that a sponsoring organization supports (or to undermine or attack a candidate they oppose). Such *independent expenditures* are permissible under federal election laws (and under state laws) but have been the

focus of intense scrutiny in recent years as labor unions, corporations, and advocacy groups have become major factors in elections.

Тема 9. Advertising messages

Effective advertising messages focus on a single topic and include a clear call for action. When developing ads, sponsors confront several basic creative decisions. The most important of these is to develop a “big idea” or creative concept around which the message will be constructed. Sponsors also must choose how direct they wish to be. A *direct* message strategy uses hard-hitting language and images that leave little doubt about an ad’s purpose; *indirect* strategies are more subtle so that the intent is less obvious.

Another major creative decision involves whether to use *rational* or *emotional* appeals. Both techniques can be effective. Rational advertising appeals focus on logic and argument strength and rely on facts, figures, and illustration. Rational ads can be particularly effective with audiences that possess the ability and motivation to process complex arguments. Emotional advertising appeals to the *heart* (versus the *head*) and tugs at people’s affective responses by relying on illustrations, anecdotes, and related devices. Emotional appeals often draw the interest of people with little previous involvement in a topic.

Ads also can be structured as lectures or dramas. In a *lecture*, a speaker addresses the audience using a first-, second-, or third-person narrative. In a *drama* format, the audience eavesdrops on a scenario involving others and participates vicariously. Dramas invariably provide lessons that are inferred by the audience and reinforced in the ad’s closing.

Тема 11. Copy

Copy is written text that will be printed. It may be informative or persuasive in nature. It can be used in reference to articles that will appear in news- papers or magazines. It can also refer to the text of advertising.

In the context of public relations, copy may take many forms. These include press releases, fact sheets, backgrounders, brochures, newsletters, reports, speeches, position papers, and press statements. When writing copy, public relations practitioners must be mindful of the interests of the organizations they represent as well as the needs of their publics.

Public relations writers must understand the organization and its purpose for communication and know the public for whom the piece is written to write good copy. To do this, the practitioner must be certain that the copy answers all pertinent questions while emphasizing the points the organization believes to be most important. To write copy well, one must possess an

intimate knowledge of spelling, grammar, punctuation, appropriate capitalization, appropriate abbreviations, and language usage. In addition, good copy is accurate, brief, and clear. It is important for a writer to be accurate because mass audiences tend to believe what they see and read in the media.

Тема 13. Copyright

Before the European Enlightenment, there was no concept of copyright. It was the product of a shift from seeing knowledge as divine revelation to seeing knowledge as created by people. In the 1500s, the issue of ownership of intellectual property was largely moot because of the licensing system, whereby the government granted a monopoly to printing companies and authors had little say in the matter if they wanted to be published. With the decline of licensing arrangements (in part because of an increasing resistance to censorship), and with both an increasing literacy and a resultant increasing demand for knowledge, the issue of ownership took on greater importance. Two justifications were offered for copyright protection for authors—natural rights and utilitarianism. The natural rights justification was that people had a natural right to dispose of, and benefit from, the product of their labor, whether mental or physical. The utilitarian justification was that copyright was the best means of encouraging the development of new knowledge that benefited society. The first copyright statute in the Western world, the Statute of Anne (1710), was a compromise between the two positions as its full title indicates—“A Bill for the Encouragement of Learning and for Securing the Property of Copies of Books to the Rightful Owners Thereof” (Hesse, 2002, p. 38). The basis of United States copyright law, the federal Constitution, has a similar approach.

Тема 15. Functions of PR

During the 20th century, public relations steadily evolved into a structured profession based on the development of specializations. The structures of clients and agencies featured functions that resulted from the development of specialties. Today, we think of these specialties as functions. A function is a unique service, program, department, or job title.

Each function has its unique set of objectives and is designed to build, maintain, and repair relationships with specific markets, audiences, or publics. Some of the most typical functions are media relations, corporate communication, investor relations, issues management, community relations, employee relations, donor relations, strategic philanthropy, and government relations. Sometimes these functions stand alone as departments. They may fall under public relations or public affairs department. The functions of public relations may be subordinate to other

departments. An organization may place various public relations functions under the marketing department, such as publicity, promotion, integrated communication, integrated marketing communication, and marketing communication, which some agencies and companies call “MarCom.” Each function has the sense of being a specialty under the broad umbrella of departments with titles such as *public relations* or *public affairs*, or the functions may be positioned to support some other department, such as marketing.

Тема 18. Propaganda

The word *propaganda* comes from the Latin word meaning to propagate or to sow. In its most neutral sense it means to disseminate or promote particular ideas. Propaganda has been defined in many ways, most of which center on synonyms such as *lies*, *distortions*, *deceit*, *manipulation*, *psychological warfare*, *brainwashing*, and the more recent word *spin*.

Spin, in particular, emphasizes the frequent difficulty of differentiating public relations from propaganda in that it is associated with the manipulation of political and corporate information to affect the way in which news is presented. As a result, the term *spin doctors* is now often used as a synonym for professional public relations practitioners. Propaganda has been associated with mass communication, mass persuasion, mind control, and mass brainwashing. It has a history of being used to promote an ideology and way of life that benefits some to the disadvantage of others. Few examples are more notorious than the propaganda efforts of Hitler, which he claimed to have learned from the British and American propaganda machines during the First World War.

4. Материально-техническое обеспечение дисциплины

При проведении практического курса английского языка используются СД магнитофоны. Раз в месяц организуется просмотр фильмов на английском языке в компьютерной аудитории или в синем зале.

5. Распределение весов по формам контроля, первый семестр

Формы контроле	Веса форм текущих контроле в результирующ	Веса форм промежуточн	Веса оценок промежуточных контроле и результирующ	Веса итоговых оценок промежуточ	Веса результирующ
	х оценок текущих контроле	х контроле в оценок промежуточн	оценок текущих контроле в итоговых оценок промежуточных контроле	ных контроле в результирующ	ей оценок промежуточн
		х контроле		щей оценок промежуточ	х контроле и оценок итогового контроле в результирующ

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										ных контролей	ей оценке итогового контроля
Вид учебной работы/контроля	M1 ¹	M2	M3	M1	M2	M3	M1	M2	M3		
Тест					1	1					
Контрольная работа											
Reading		0.25	0.25								
Speaking		0.25	0.25								
Listening		0.25	0.25								
Writing		0.25	0.25								
Эссе											
<i>Другие формы (Указать)</i>											
<i>Другие формы (Указать)</i>											
Весы результирующих оценок текущих контролей в итоговых оценках промежуточных контролей								0.6	0.6		
Весы оценок промежуточных контролей в итоговых оценках промежуточных контролей								0.4	0.4		
Вес итоговой оценки 1-го промежуточного контроля в результирующей оценке промежуточных контролей											
Вес итоговой оценки 2-го промежуточного контроля в результирующей оценке промежуточных контролей										0.5	
Вес итоговой оценки 3-го промежуточного контроля в результирующей оценке промежуточных контролей										0.5	
Вес результирующей											1

¹ Учебный Модуль

оценки промежуточных контролей в результирующей оценке итогового контроля											
зачет (оценка итогового контроля)											0
	$\Sigma = 1$	$\Sigma = 1$	$\Sigma = 1$	$\Sigma = 1$	$\Sigma = 1$	$\Sigma = 1$	$\Sigma = 1$	$\Sigma = 1$	$\Sigma = 1$	$\Sigma = 1$	$\Sigma = 1$

Распределение весов по формам контроля, второй семестр

Формы контролей	Весы форм текущих контролей в результирующей оценке текущих контролей			Весы форм промежуточных контролей в оценке промежуточных контролей			Весы оценок промежуточных контролей и результирующих оценок текущих контролей в итоговых оценках промежуточных контролей			Весы итоговых оценок промежуточных контролей в результирующей оценке промежуточных контролей	Весы результирующей оценки промежуточных контролей и оценки итогового контроля в результирующей оценке итогового контроля
	M1 ²	M2	M3	M1	M2	M3	M1	M2	M3		
Вид учебной работы/контроля											
Тест					1	1					
Контрольная работа											
Reading		0.25	0.25								
Speaking		0.25	0.25								
Listening		0.25	0.25								
Writing		0.25	0.25								
Эссе											
<i>Другие формы (Указать)</i>											
<i>Другие формы (Указать)</i>											
Весы результирующих оценок текущих контролей в итоговых оценках промежуточных контролей								0.6	0.6		
Весы оценок промежуточных контролей в итоговых оценках промежуточных контролей								0.4	0.4		
Вес итоговой оценки 1-го промежуточного контроля в результирующей											

² Учебный Модуль

оценке промежуточных контролей											
Вес итоговой оценки 2-го промежуточного контроля в результирующей оценке промежуточных контролей										0,5	
Вес итоговой оценки 3-го промежуточного контроля в результирующей оценке промежуточных контролей										0,5	
Вес результирующей оценки промежуточных контролей в результирующей оценке итогового контроля											0,6
Экзамен (оценка итогового контроля)											0,4
	$\Sigma=1$	$\Sigma=1$	$\Sigma=1$	$\Sigma=1$	$\Sigma=1$	$\Sigma=1$	$\Sigma=1$	$\Sigma=1$	$\Sigma=1$	$\Sigma=1$	$\Sigma=1$

6. Теоретический блок

6.1. Глоссарий

1.Знание – освоение сложных грамматических структур и словарного запаса уровня С-1.
Умение бегло выражать свои мысли, написать эссе, понимать сложные тексты и статьи по специальности.

2.Умение – способность применять усвоенную лексику и грамматические конструкции как в письменном так и устном общении, способность прочитать и обсудить газетные статьи и узкопрофессиональные тексты на актуальные темы.

3.Навык – умение владеть и свободно использовать полученные знания.

4.Компетенция - способность понимать узкопрофессиональные темы без перевода, написать эссе и деловые письмо.

5.Результаты обучения – освоенные компетенции и умение применять в повседневной деятельности и повседневной жизни

7. Практический блок

7.1. Учебно-методическое обеспечение

а) Базовые учебники:

1. Practice the language of PR, M. Chalyan, A. Tunyan
2. Practice the language of Advertising, M. Chalyan, A. Tunyan, A. Kevorkova, Yerevan RAU, 2012
3. English- Russian glossary of terms on Advertising, Yerevan RAU, 2008

б) Дополнительная литература:

1. Robert L. Heath: Encyclopedia of PR
2. Roy V. Leeper

в) Другие источники:

1. www.cambridge.org
2. Macmillanenglish.com

7.2. Материалы по оценке и контролю знаний Вопросы для самостоятельной работы студентов.

1. Find ads from English and American newspapers

- a. draw a parallel between the ads in above mentioned newspapers and Armenian ones
- b. Find out how copyright works in Armenia
- c. make a report on your research

2. Using the Internet

- a. find extra information about the topic touched upon in class
- b. discuss breaking news in class
- c. make Press Reports

7.3. Образец теста промежуточного контроля

Reading comprehension (5)

1 Editorials give a newspaper a character of its own apart from the news it reports. They allow the paper to establish a relationship between itself and the community **it** serves, sometimes by saying what only a friend and neighbor can.

2 What makes the editorial page different is opinion. It is as important to keep editorial opinion from being replaced by news as it is to keep editorializing out of the news columns. An editorial should say something. It should **take a line**. Preferably a distinctive line consistent with the paper's character, even conscience. That's one reason I recommend not signing editorials, which ought to be the opinion of the newspaper as an institution rather than of an individual. Over the years, that institution should develop a personality as distinctive and interesting as **that** of a country.

3 Please, as few as possible of those pseudo-editorials that are tactfully described as "balanced" and "objective". Avoid printing any editorial that can be summed up by the phrase, "This is a most serious question that deserves study."

4 Editorials should not be limited to political subjects. A piece promoting walnut trees or good manners might be more interesting and beneficial than one more piece of punditry. Don't confine humor to the other pages. Then again, **beware** the "humorous editorial". It can turn out more solemn of all. Humor generally makes a better appetizer, or seasoning, than an elaborately served main course.

5 Take everything that can be called news analysis, background, and so on and **stick** it somewhere in the paper other than the editorial column. Let the editorial reflect its original, honest meaning: the opinion of the editor. Better a shorter editorial column than an adulterated one.

6 News and information may be useful, even essential, to **back** an opinion. But do not use them as a substitute for it. As a general rule, try to express an opinion early in an editorial, preferably in the first sentence or two. That gives the reader fair notice. It may even hold his attention, by getting him to wonder how the paper is going to uphold so improbably an assertion.

1. According to paragraph 1 good relationship between a newspaper and community is promoted _____.
- a. by editors
 - b. by editorials
 - c. by editions

2. The pronoun **it** in paragraph 1 stands for _____.
- a. editorial
 - b. community
 - c. newspaper

Grammar (20)

She works as a junior _____ for the Today program.

- a. reporting
- b. reported
- c. reporter

The editor tried to find out everything about his _____ background.

- a. journalistic
- b. journalizing
- c. journalist

Some unpleasant rumors are _____ at Westminster.

- a. circulation
- b. circulating
- c. circulate

In answer to your recent _____, the book you mention is not in stock.

- a. inquiring
- b. inquiry
- c. inquired

Etc is an _____ form for the Latin word et cetera.

- a. abbreviated
- b. abbreviation
- c. abbreviate

ESP Questions (20)

_____ involves working with various media for the purpose of informing the public of an organization's mission, policies and practices in a positive and credible manner.

a. Media relations b. Investor relations c. Community relations

_____ is the set of activities involved in managing and orchestrating all internal and external communications aimed at creating favorable point-of-view among stakeholders on which the company depends.

a. Issues management b. Corporate communication c. Strategic philanthropy

_____ is a strategic management responsibility that integrates finance, communication, marketing and securities law compliance to enable the most effective two-way communication between a company, the financial community which ultimately contributes to a company's securities achieving fair valuation.

a. Investor relations b. Government relations c. Community relations

_____ is the management process whose goal is to help preserve markets, reduce risk, create opportunities and manage as an organizational asset for the benefit of both an organization and its primary shareholders.

Vocabulary (35)

Soil erosion was _____ by the planting of trees.

a. mitigation b. mitigates c. mitigated

We have people on board _____ to help with any problems.

a. geared up b. gear out c. gear into

The factory has _____ into a major chemical manufacturer.

a. evolving b. evolvment c. evolved

During the 20th century, was an _____ period in the development of PR as a specialization.

a. evolutionary b. evolution c. evolutionist

In politics Britain has preferred _____ to revolution.

a. evolving b. evolution c. evolvment

The money that the government receives from taxes or an organization receives from its business a _____.

a. revenue b. benefit c. income

7.3. Перечень экзаменационных вопросов

1. Antecedents of modern PR
2. Sources of PR
3. History of PR in Russia
4. Ethics of PR
5. Approaches to PR Ethics
6. The future of PR ethics
7. Methods tools and tactics
8. Types of PR Advertising
9. Advertising messages

10. The difference between PR and Ad.
11. Copy
12. Press release, fact sheet, newsletter etc.
13. Copyright
14. Registration and other requirements
15. Functions of PR
16. Goals, problems and functions of PR
17. Propaganda
18. The difference between PR and propaganda

7.4. Образцы экзаменационных билетов

ORAL EXAM QUESTION № 1

1. Read, translate and retell the text: Copyright
2. Speak on Propaganda and its difference from PR
3. Render the article

ORAL EXAM QUESTION № 2

1. Read, translate and retell the text. The History of PR
2. Speak on Copy
3. Render the article

8. Методический блок

8.1. Методика преподавания дисциплины

Программа Б-2 английского языка разработана для проведения 72 часов практических занятий, которые предусматривают развитие у студентов всех четырех навыков: чтение, аудирование, говорение и письмо на среднем уровне.

Чтение на этом уровне основывается на принципе *scanning* и *skimming*. В аудитории проводится аналитическое чтение текста.

Навык говорения развивается параллельно с навыком чтения. Предварительно прочитанный текст обсуждается в аудитории, обращая внимание на развитие критического мышления студентов. Преподаватель также должен создать естественную среду для общения на разные актуальные темы и проводить дискуссии.

Аудирование проводится, как прослушивая тексты предоставленные учебником, так и используя богатый материал интернет ресурсов. Навыки аудирования развиваются также при общении друг с другом.

Студенты выполняют грамматические упражнения, в основном, в виде домашнего задания, которые затем проверяются в аудитории, а также обучаются правилам написания формального письма, CV и обзора фильмов.

Все четыре навыки развиваются применяя интерактивные методы обучения. Преподаватель по возможности избегает традиционных методов, так как научные исследования в сфере методики преподавания иностранного языка показывают, что применение различных интерактивных методов является более эффективным, поскольку при помощи этих методов преподавателю удается проводить более интересные уроки, повысить мотивацию студентов к изучению английского языка, конечной целью которого является навык у студентов автоматически размышлять на английском языке и свободно, без перевода с родного языка, выражать свои мысли на английском языке.

8.2. Методические рекомендации по изучению дисциплины для студентов

При подготовке специалистов по связям с общественностью и рекламе большое внимание должно уделяться выработке креативно-продуктивной модели речевого поведения на иностранном языке. В связи с этим особую важность приобретают выполняемые на занятиях задания творческого характера. Студентам предлагается в рамках ролевых игр принять участие в таких видах работы, как беседы за круглым столом, дискуссии, интервью и пр. Преимуществом этих обучающих приемов является возможность вовлечения в режиме реального времени всей учебной группы в процесс активного речевого общения.

Не менее принципиальной в контексте креативно-продуктивной модели речевого поведения является выработка умения выслушать собеседника(ов) и аналитически подытоживать услышанное в форме небольшой заметки или завершающего устного резюме.

Самостоятельная работа студентов подразумевает постоянную работу вне аудитории: выполнение домашних заданий, (грамматические и лексические упражнения), использование Интернет-ресурсов для обогащения знаний языка, чтение адаптированных произведений в объеме 90 страниц. Самостоятельная работа проводится с целью закрепления материала, пройденного во время аудиторных занятий, а также с целью подготовки к практическим занятиям в аудитории и контрольным работам (модуль, экзамен).

При самостоятельной работе следует выполнять необходимые грамматические и лексические упражнения, читать рекомендованную адаптированную литературу. Для укрепления навыков аудирования и чтения рекомендуется использовать Интернет-ресурсы.