**SYLLABUS**

**Fall semester 2022-2023 academic years**

**on the educational program “Critical thinking”**

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| **Discipline’s code** | **Discipline’s title** | **Independent work of students (IWS)** | **No. of hours per week** | | | | | **Number of credits** | **Independent work of student with teacher (IWST)** |
| **Lectures (L)** | **Practical training (PT)** | | **Laboratory (Lab)** | |
| **KM 4312** | Critical thinking | 6 |  | 30 | |  | | 3 | 6 |
| **Academic course information** | | | | | | | | | |
| **Form of education** | **Type of course** | **Types of lectures** | | | **Types of practical training** | | **Number of IWS** | | **Form of final control** |
| Online | Practical |  | | | Written task | | 6 | | Test |
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| **Academic presentation of the course** |

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| **Aim of course** | **Expected Learning Outcomes (LO)**  As a result of studying the discipline the undergraduate will be able to: | **Indicators of LO achievement (ID)**  (for each LO at least 2 indicators) |
| to build on students’  critical thinking skills by engaging  them in listening,  speaking, reading,  writing, and grammar learning  activities that  are relevant  to real world  encounters in  university and  professional workplace  environments. | 1. read and understand a variety of different authentic English language academic text types, demonstrate knowledge of appropriate reading and pre-reading strategies, including scanning, annotating, predicting outcomes, making inferences, and identifying stated or implied main ideas and supporting details; | **ID 1.1 –** skims, scans and focuses on target material in all types of reading passages;  **ID 1.2 –** identifies the elements of a text and, where required, reproduce these elements in their own writing;  **ID 1.3** – understands the question types found in the reading and how to address them. |
| 2. respond to writing tasks, following instructions and making the best use of the time available, demonstrating enhanced vocabulary and grammatical structures; | **ID 2.1 –** writes a variety of different types of essay, eg persuasive, cause and effect etc.;  **ID 2.2 -** writes a report interpreting and describing statistical data using appropriate language and grammar, analysing graphs and charts. |
| 3. demonstrate the enhanced speaking skills in argumentation, discussion and polemics in English; | **ID 3.1 –** evaluate and self-correct their speaking;  **ID 3.2 -** formulates expresses and defends opinions using appropriate vocabulary and grammatical structures. |
| 4. demonstrate improved listening skills for overall understanding of academic and professional discourse eg lectures; | **ID 4.1** – identifies the main ideas and distinguishes relevant supporting details of a formal or academic passage;  **ID 4.2** – understands the question types found in the listening and how to address them |
| 5.develop the skills to successfully apply vocabulary which are used broadly in academic domain. | **ID 5.1** – uses key definitions, parts of speech, common collocations and example sentences;  **ID 5.2** – applies appropriate vocabulary for the particular topic. |
| **Prerequisites** | SІҮаО 3409 – Special Foreign Language – General Professional (C1) | |
|  | SІҮаО 3409 – Special Foreign Language – General Professional (C2) | |
| **Information resources** | 1. 1. Arline Burgmeier, Cheryl Boyd Zimmerman. Inside reading 1. The academic word list in context. Special edition. 2009. 2. Els Van Geyte. Collins Reading For IELTS. Harper Collins Publishers, 2011 3. Anneli Williams. Collins Vocabulary For IELTS. Harper Collins Publishers, 2011 4. Els Van Geyte. Collins Writing For IELTS. Harper Collins Publishers, 2011 5. Karen Kovacs. Collins Speaking For IELTS. Harper Collins Publishers, 2011 6. 3. Fiona Aish. Collins Listening For IELTS. Harper Collins Publishers, 2011 | |

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| **Academic policy of the course in the context of university moral and ethical values** | **Academic Behavior Rules:**  ATTENTION! Non-compliance with deadlines leads to loss of points! The deadline of each task is indicated in the calendar (schedule) of implementation of the content of the curriculum. Appropriating timeframes of homeworks or projects can be prolonged in case of softening circumstances (such, as illness, emergencies, the accident, unforeseen circumstances, etc.) according to the Academic policy of university. Participation of the student in discussions will be considered in its general assessment for discipline. Constructive questions, dialogue, and a feedback are welcomed.  **Academic values:**  - Practical trainings/laboratories, IWS should be independent, creative.  - Plagiarism, forgery, cheating at all stages of control are unacceptable.  - Students with disabilities can receive counseling at e-mail axaule.kaibuldayeva@gmail.com |
| **Evaluation and attestation policy** | **Criteria-based evaluation:**  assessment of learning outcomes in relation to descriptors (verification of the formation of competencies in midterm control and exams).  **Summative evaluation:** assessment of work activity in an audience (at a webinar); assessment of the completed task. |

**CALENDAR (SCHEDULE) THE IMPLEMENTATION OF THE COURSE CONTENT:**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| weeks | Topic name | LO | ID | amount of hours | Maximum score | Form of Knowledge Assessment | The  Form of the lesson  / platform |

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| Module **1** | | | | | | | |
| 1 | **PT 1.** Unit 1. Riding through history.  Content area: Engineering.  Reading strategy: previewing. | LО 1 | ID 1.1. | 3 | 10 | Analysis |  |
| 2 | **PT 2.** Unit 1. Text 1: The history of bicycles  Text 2: Segway into the future. | LО 5 | ID 5.2. | 3 | 10 | Analysis |  |
| 3 | **PT 3.** Unit 2. Fighting diseases.  Content area: Medicine.  Text 1: The battle against malaria.  Text 2: Searching for new medicines.  Reading strategy: Finding the main idea. Vocabulary activities. | LО 5  LO 1 | ID 5.2.  ID 1.3. | 3 | 10 | Analysis |  |
| 3 | **IWSP 1 Consultation on the implementation of IWS1** | LО 3 | ID 3.2 |  | 5 |  |  |
| 3 | **IWS 1.** Do you believe that medical care should be provided to all citizens by the government of a country? Why or why not? What problems might occur when the government runs the healthcare system, or when the government doesn’t run the healthcare system? (Write 200-250 words). | LО 3 | ID 3.2 |  | 25 | Logic task |  |
|  | | | | | | | |
| 4 | **PT 4.** Unit 3. They know what you want.  Content area: marketing.  Text 1. They know what you want.  Text 2. What’s in a name?  Reading strategy: Scanning. Vocabulary activities. | LО 1 | ID 1.2. | 3 | 10 |  |  |
| 5 | **PT 5** Unit 4. What your clothes say about you. Content area: Sociology  Text 1. What your clothes say about you. | LО 5 | ID 5.1. | 3 | 10 |  |  |
| 5 | **IWSP 2 Consultation on the implementation of IWS2** | LО 3 | ID 3.1. |  | 5 |  |  |
| 5 | **IWS 2**  Writing 2. Describe a television advertisement that you don’t like. Why don’t you like it? Was product was being advertised? Would you consider buying the product? Why or why not? (Write 170-200 words). | LО 3 | ID 3.1. |  | 25 | Logic task |  |
| 5 | **MT 1** | LО 1 | ID 1.1. |  | 100 |  |  |
| 6 | **PT 6** Text 2. Symbolic clothing.  Reading strategy: Identifying examples. Vocabulary activities. | LО 1 | ID 1.1. | 3 | 10 | Analysis |  |
| 7 | **PT 7** **Unit 5. Success story.**  Content area: Psychology  Text 1. What is success?  Text 2. I love me.  Reading strategy: Identifying definitions. Vocabulary activities. | LО 5 | ID 5.1. | 3 | 10 | Analysis |  |
| 8 | **PT 8** **Unit 6. Solving crimes with science.**  Content area: Science.  Text 1. Solving crimes with science: A true story.  Reading strategy: Identifying times and sequence words. Vocabulary activities. | LО 4 | ID 4.2. | 3 | 10 | Analysis |  |
| 8 | **IWSP 3 Consultation on the implementation of IWS3** | LО 4 | ID 4.1. |  | 5 |  |  |
| 8 | **IWS 3** Writing 3. In some countries, the media are given access to information about crimes as details become available. In other countries, the media may not publish or broadcast information about a crime investigation. Which do you think is the better way? Why? (Write 200-250 words). | LО 3 | ID 3.2. |  | 25 | Logic task |  |
| 9 | **PT 9 Unit 6. Solving crimes with science.**  Content area: Science.  Text 2. Forensic Science.  Reading strategy: Identifying times and sequence words. Vocabulary activities. | LО 2 | ID 2.1. | 3 | 10 | Analysis |  |
| 10 | **PT 10** **9** Unit 7. The fast food revolution.  Content area: Business  Text 1. The fast food revolution.  Reading strategy: Reading numerical tables. Vocabulary activities. | LО 4 | ID 4.2. | 3 | 10 | Analysis |  |
| 10 | **IWSP 4 Consultation on the implementation of IWS4** | LО 4 | ID 4.1. |  | 5 |  |  |
| 10 | **IWS 4**  Writing 4. Some people have suggested a connection between the life forms near undersea vents and possible life on other planets. Describe the connection. (Write 170-200 words). | LО 4 | ID 4.1. | 3 | 25 | Problem task |  |
| 10 | **IWSP 5**  **Make a structural and logical diagram of the read material** | LО 2 | ID 2.2. |  | 10 |  |  |
| 10 | **МТ (Midterm Exam)** | LО 3 | ID 3.2. |  | 100 |  |  |
| 11 | **PT 11** **Unit 8. The Autism Puzzle.**  Content area: Neuroscience  Text 2. Looking for answers.  Reading strategy: Making inferences. Vocabulary activities. | LО 1 | ID 1.3. | 3 | 10 | Analysis |  |
| 12 | **PT 12** **Unit 9. Sea of life.**  Content area: Oceanography  Text 1. Saving the Oceans.  Reading strategy: Reading statistical tables. Vocabulary activities. | LО 1 | ID 1.2. | 3 | 10 | Analysis |  |
| 12 | **IWSP 6 Consultation on the implementation of IWS5** | LО 1 | ID 1.1. |  | 5 |  |  |
| 12 | **IWS 5 .**  Writing 5. Some people consider eyeglasses one of the most important inventions in human history. Do you agree or disagree? Why? (Write 170-200 words). | LО 3 | ID 3.1. |  | 25 | Problem task |  |
| 13 | **PT 13** **Unit 9. Sea of life.**  Content area: Oceanography  Text 2. Exploring the Deep Ocean.  Reading strategy: Reading statistical tables. Vocabulary activities. | LО 1 | ID 1.2. | 3 | 8 | Analysis |  |
| 14 | **PT 14** Unit 10. Giving nature a hand.  Content area: Physiology  Text 1. Giving nature a hand. | LО 2 | ID 2.1. | 3 | 8 | Analysis |  |
| 15 | **PT 15** Text 2. Bionic people.  Reading strategy: Fact versus opinion. Vocabulary activities. | LО 1 | ID 1.1. | 3 |  |  |  |
| 15 | **IWSP 7 Consultation on the implementation of IWS6** | LО 5 | ID 5.1. |  | 5 |  |  |
| 15 | **IWS 6** Writing 6. Sir Winston Churchill said this about success: “Success is the ability to go from one failure to another with no loss of enthusiasm.” Do you agree or disagree? Give an example to support your opinion.  (Write 250-300 words). | LО 2 | ID 2.1. |  | 25 | Analysis |  |
| 15 | **TEST** | LО 1 | ID 1.1. |  | 10 |  |  |
| 15 | **MT 2** | LО 3 | ID 3.2. |  | 100 |  |  |

[Abbreviations: QS - questions for self-examination; TK - typical tasks; IT - individual tasks; CW - control work; MT - midterm.

Comments:

- Form of L and PT: webinar in MS Teams / Zoom (presentation of video materials for 10-15 minutes, then its discussion / consolidation in the form of a discussion / problem solving / ...)

- Form of carrying out the CW: webinar (at the end of the course, the students pass screenshots of the work to the monitor, he/she sends them to the teacher) / test in the Moodle DLS.

- All course materials (L, QS, TK, IT, etc.) see here (see Literature and Resources, p. 6).

- Tasks for the next week open after each deadline.

- CW assignments are given by the teacher at the beginning of the webinar.]

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