**SYLLABUS**

**Fall semester 2020-2021 academic years**

**on the educational program “Foreign language: two foreign languages”**

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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)** | |
| CT 4312 | Critical thinking | 98 | - | 45 | |  | | 5 | 7 |
| **Academic course information** | | | | | | | | | |
| **Form of education** | **Type of course** | **Types of lectures** | | | **Types of practical training** | | **Number of IWS** | | **Form of final control** |
| Offline | Practical |  | | | Problem-solving, situational tasks, retelling, role-play | | 3 | | Test |
| Lecturer | Rysbekkyzy Nazerke, master, senior lecturer | | | | | |  | | |
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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) |
| **The aim of the course:** familiarization of students with the forms and methods of rational knowledge, creating a common understanding of their logical methods and approaches used in their professional activities, the formation of practical skills of rational and effective thinking. | **LO 1** (cognitive) - to be able to think rationally, to build a logically correct and convincing argument, as well as to analyze other people's reasoning and statements. | **1.1** to recognize texts by skimming and scanning  **1.2** to form critical questions, the form of description |
| **LO 2** (functionsl) - freely navigate the information flows, to distinguish information from misinformation, to separate the important from the unimportant, the useful from the barren, organize, and organize information. | **2.1** to learn by heart all the new vocabulary  **2.2** to apply new phrases by following word structure and meaning |
| **LO 3** (functional) - recognize non-obvious problems and find non-standard ways to solve them. | **3.1** to analyze statements that given in speaking part  **3.2** try to answer all types of questions  **3.3** to make sentences using grammar rules and structures |
| **LO 4** (systematic) -work with texts, critical reading and reviewing. | **4.1** to do presentations on topics as (shopping, appearance, holidays, housework, famous cities)  **4.2** to discuss the home reading materials |
| **LO 5** (systematic) -public speaking (discussion, presentation). | **5.1** annotate, present in English  **5.2** express all the ideas in English |
| **Prerequisites** | Foreign language | |
| **Post requisites** | Basic foreign language B2 | |
| **Information resources** | **Main:**   1. Chris Sowton, Alan Kennedy and etc. Unlock 4 - reading, writing and critical thinking, Cambridge University Press, 2019. 2. Critical Thinking by Brooke Moore, Richard Parker 3. Critical Thinking by Anita Harnadek Edited, Annotated, and Co-Written by Professor Gregory Tomso 4. Raise the Issues by C. Numrich 5. Andrews, R. ‘The end of the essay?’ Teaching in Higher Education 6. An Introduction to Critical Writing and Analytical Thinking, Edited, Annotated, and Co-Written by Professor Gregory Tomso   **Supplementary:**   1. Jhttps://kingscollege.blackboard.comwww.adebiet.kz 2. <https://kingscollege.blackboard.com> 3. http://condor.depaul.edu/~writing/ 4. http://snl.depaul.edu/writing/index.html. 5. http://www.deanza.fhda.edu/faculty/storer/ 6. ife-speech.ru/master/critical-thinking- 7. http://www.federle.org | |

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| **Academic policy of the course in the context of university moral and ethical values** | **Academic Behavior Rules:**  All students have to register at the MOOC. The deadlines for completing the modules of the online course must be strictly observed in accordance with the discipline study schedule.  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, as well as in the MOOC.  **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 rysbekkyzy.nazerke@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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| week | Topic name | Number of hours | Max.  score\*\*\* |
| **Module 1 Education and Medicine** | | | |
| 1 | **Sem 1.** Review test  Unit 1.Golbalization  Vocabulary Globalization voc.  Speaking Role play to discuss solution to a problem  Listening China plan revival of Silk Road trade routes | 3 | 7 |
| 2 | **Sem 2.** Unit 1. Changing eating habits in Italy  Vocabulary Identify and use collocations of nouns with verbs  Speaking Eating habit is the meaning of life  Listening Economics/ Cultural studies | 3 | 7 |
| 2 | **IWST 1.**  Revision of Unit 1Workbook. |  |  |
| 3 | **Sem 3.** Unit 2. Education.  Vocabulary Academic vocabulary  Speaking University courses at present time  Listening Disadvantage children take part in trial of private tutor app | 3 | 7 |
| 3 | **SIW 1.** Essay “Structure and function of Future universities”, “Virtual teaching apps” |  | 30 |
| 4 | **Sem 4.** Unit 2. Distance learning vs face-to-face learning  Vocabulary Education voc.  Speaking Educational problems  Listening Tedtalks | 3 | 7 |
| 4 | **IWST 2.**  Revision of Unit 2 Workbook |  |  |
| 5 | **Sem 5.** Unit 3. Medicine. The homeopathy debate  Vocabulary Identify and use medical voc  Speaking Medical ethics  Listening Robot revolution | 3 | 7 |
| **Module 2 Environmental problem** | | | |
| 6 | **Sem 6.** Unit 3. Should healthcare be free?  Vocabulary Understand suffixes -ty and -ity  Speaking Robots` operations  Listening Medical Tedtalks | 3 | 7 |
| 7 | **Sem 7.** Unit 4 Disaster mitigation  Vocabulary Natural disaster voc  Speaking Charity in African countries  Listening Population and water | 3 | 8 |
| 7 | **IWST 3.** **Vocabulary-Grammar Test**  Revision of Unit 3/4 Workbook. Control work. Interview. Project work. |  | 20 |
|  | **LEVEL CONTROL 1** |  | **100** |
| 8 | **Sem 8.** Unit 5 We need more green building  Vocabulary Academic word families  Speaking Environmental planning  Listening Government grants for warmer, cheaper housing | 3 | 7 |
| 8 | **IWS 2.** **Revise and Check 1&2**  Listening “What a world 1” Listening dictation 2. Essay. |  | 25 |
| 9 | **Sem 9.** Unit 5. Building design: form vs function  Vocabulary Architecture  Speaking Building of my city/ Skyscrapers in the world  Listening Tedtalks | 3 | 7 |
| 10 | **Sem 10.** Unit 6. Energy. Alternativa energy  Vocabulary Energy collocations  Speaking Energy development  Listening The power of wind | 3 | 7 |
| 10 | **IWST 4.**  **Vocabulary-Grammar Test**  Revision of Unit 5/6 Workbook. |  |  |
|  | **Module 3 Art and Design** |  |  |
| 11 | **Sem 11.** Unit 6. Maintaining our vital natural resources  Vocabulary Formal and informal  Speaking Natural resources of Kazakhstan  Listening [www.Englishbreaking](http://www.Englishbreaking)news.com | 3 | 7 |
| 12 | **Sem 12.** Unit 7. Art and design. All that art is  Vocabulary Voc. For art and design  Speaking Development of Art in Kazakhstan and Turkimenstan  Listening Beijing Art Zone | 3 | 7 |
| 12 | **IWST 5. Vocabulary-Grammar Test**  Revision of Unit 7 Workbook. |  |  |
| 13 | **Sem 13.** Unit 8. Ageing. The social and economic impact of ageing  Vocabulary Academic collocations  Speaking Role-play a television talk show  Listening A retired men and women who love to walk | 3 | 7 |
| 13 | **IWS 3.** 1. Creating a test for group. 2. Make Situational tasks. |  | 20 |
| 14 | **Sem 14.** Unit 8. What are the impacts of a young population on a society  Vocabulary phrases  Speaking It is the tragedy of the country that young people do not follow traditions  Listening Tedtalks | 3 | 7 |
| 14 | **IWST 6. Vocabulary-Grammar Test**  Revision of Unit 8 Workbook. |  |  |
| 15 | **Sem 15.** Review  Vocabulary revision of all units  Creat Kahoot using all vocabulary | 3 | 6 |
| 15 | **IWST 7. Consultation on examination issues** |  |  |
|  | **LEVEL CONTROL 2** |  | **100** |

Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ B.U. Dzholdasbekova

Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ R.A. Avakova

Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ T. Konyrbekova