

**Al-Farabi Kazakh National University**  
**Higher School of Medicine**  
**Department of Fundamental Medicine**

Schedule for the implementation of the ISW in the discipline  
«General Pathology»

<b>№</b>	<b>Assignments for the ISW</b>	<b>ISW implementation form</b>	<b>Deadlines (weeks)</b>	<b>Scores</b>
1	“Animal models for Medicine” Express your position on value and possibilities of modeling pathological processes and experimental therapy in animals in the study of human diseases. General principles of construction of biomedical experiments.	essay	9 <sup>th</sup> week	5
2	“Disease Mechanisms and Processes” Article review. Choose one article from list given in Instruction for Tutorials. When writing a review, use the recommendations below.	essay	12 <sup>th</sup> week	5
3	“At the edge of Immunology” Most interesting immunology problem of today. Plenary conference. Group of 3 students PPT slides and conference speech	PPT and speech	14 <sup>th</sup> week	3

Independent work of students (ISW) - educational, educational, methodical and research activities of students, performed by them independently in extracurricular time, according to the program of academic discipline. The ISW not only helps to grasp the educational material, but also generally contributes to the formation of the experience of educational, creative and research activities. For the ISW, use both the educational literature and other sources recommended in the course as well as independently found. ISW is delivered strictly on schedule. In case of good circumstances (if there is documentary evidence), the ISW can be accepted out of schedule.

## Tips on writing essay on article

№	Writing in the zones
1	First thoughts. Write down your thoughts about the text in general or some of the concepts of the text you would like to explore, or write about the title if you find it significant or intriguing. Explain why.
2	Pointing. Select a striking sentence, phrase, word or image from any part of the text. Write about it analytically.
3	Analysis/Close reading. Pick a passage that is important to the way you understand the text. Which words or phrases are most central to the meaning and/or beauty of this passage? Why is this passage important to the text as a whole? Explain
4	Believing and doubting. Find a central statement or assumption the author makes and first believe it (agree) and then doubt it (disagree). Or find a portion of the text that you find challenging and write your way into some understanding of it.
5	Making inferences. What question is this text answering? What makes it speak? Why do you think this question is important to understanding of the text.
6	Summarizing. Using your own words summarize what is happening in this text.
7	Evidence. Examples, facts, illustrations, statistics, definitions, comparisons, quotations, reasons, metaphors, similes, symbols, words, or structures – which of these seem important to the argument, the author’s intention, or the overall effect and/or meaning of the text? Explain
8	Making connections: What texts, experiences come to mind as you read and write? How do they illuminate your reading?
9	Now read what you wrote. What is the most important or central thing you are noticing or saying about this text in all the zones? What does your writing in the different zones add up to?

	<p>Sum up the main point in a sentence. Write it. It should be something that can be quarreled with.</p> <p>Use this sentence to begin a draft of a short essay about this text</p>
10	<p>Write 4 paragraphs about that text.</p>