**Al-Farabi Kazakh National University**

**SYLLABUS**

**Spring semester 2023-2024 academic year**

**School of History Educational programs**

**1. 7M03208 Archival Science and Documentation Management**

**2. 7M02208 World History (La Sapienza)**

**3. 7M03205 Archival Science, Documentation and Documentation Support**

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| **ID**  **and name**  **of course** | | **Independent work**  **of the student**  **(IWS)** | | | | **Number of credits** | | | | | | **General**  **number**  **of credits** | **Independent work**  **of the student**  **under the guidance**  **of a teacher (IWST)** | |
| **Lectures (L)** | **Practical classes (PC)** | | | | **Lab. Classes (LC)** |
| Foreign Language (professional)  12512 | | 4 (IWS) | | | | - | 5 | | | | - | 5 | 7 (IWST) | |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | | | | | | | | | |
| **Learning Format** | | **Cycle,**  **component** | | **Lecture**  **types** | | | **Types**  **of practical classes** | | | | | **Form and platform**  **of final control** | | |
| Offline | | CD University component | | - | | | discussions, presentations, brainstorming,  case study,  project works | | | | | Written exam (offline) | | |
| **Lecturer - (s)** | | Perizat K. Yelubayeva | | | | | | | | | |
| **e-mail:** | | Peryzat.Elubaeva@kaznu.edu.kz | | | | | | | | | |
| **Phone:** | | 87017563767 | | | | | | | | | |
| **Assistant - (s)** | | - | | | | | | | | | |
| **e-mail:** | | - | | | | | | | | | |
| **Phone:** | | - | | | | | | | | | |
| **ACADEMIC COURSE PRESENTATION** | | | | | | | | | | | | | | |
| **Course Purpose** | | **Expected Learning Outcomes (LO) \*** | | | | | | | **Indicators of LO achievement (ID)** | | | | |
| The discipline aims to develop undergraduate skills necessary for implementing communicative competencies that allow them to communicate in business and scientific fields and conduct research activities in international research teams. Oral, written, and electronic communication methods will be studied, and professionally significant texts in a foreign language will be created. | | LO 1. Acquire knowledge and skills about and for SDGs:  - develop intercultural competence while focusing on the national aspects of cultures,  comparing them to their own culture.  - include SD content in the language by using the ‘open content space’;  - recognize and use language as a ‘power tool’ to create a peaceful, just, and ecologically sustainable world. | | | | | | | 1.1 can have a purpose linked to sustainability vision by including SD content in language; | | | | |
| 1.2 able to engage in values reflection and clarification; | | | | |
| 1.3 can develop interpretation and thinking skills; | | | | |
| 1.4 able to read eco-critically by focusing on the environment and human being relationships with it; | | | | |
| 1.5 can clarify values and national/ethnic identities; | | | | |
| 1.6 can use literature to enable learners to make informed decisions and act as responsible global citizens | | | | |
| 1.7 can develop empathy and take varying perspectives, including future perspectives. | | | | |
| LO 2. Professional spoken communication:  - apply the professional vocabulary and terminology necessary for effective communication in a professional environment within the specialty;  - think creatively in solving new problems and situations;  - independently prepare oral presentations on professional topics, including multimedia technologies. | | | | | | | 2.1 can use the linguistic norms of the English language (pronunciation, graphic, grammatical, lexical) in social and professional communication; | | | | |
| 2.2 able to apply speech etiquette formulas in interpersonal, intercultural, and professional communication in English; | | | | |
| 2.3 can use the relevant academic terminology of professional speech; | | | | |
| 2.4 competent in high-quality spoken communication in the modern multicultural space; | | | | |
| 2.5 can review, summarize, analyze, and assess advanced-level authentic professional materials; | | | | |
| LO 3. Professional written communication:  - improve students’ writing skills using a scaffolding approach to writing  - prepare written texts of an informative nature (communication, report, review, scientific and technical documentation);  - correctly and logically formalize one’s thoughts in writing, etc. | | | | | | | 3.1 can use norms and forms of official business written communication, international and national standards of types and varieties of official documents; | | | | |
| 3.2 can apply functional styles and features of their interaction in English in the field of intercultural and professional communication; | | | | |
| 3.3 able to abstract and annotate literature in the field of training; | | | | |
| 3.4 can annotate the literature on the specialty in English to obtain professional information; | | | | |
| 3.5 can possess a set of actions for business communication and correspondence in English, considering the rules and traditions of the target language; | | | | |
| 3.6 can generate an abstract of texts on the specialty profile, undergraduates' essays on research topics, etc. | | | | |
| LO 4. Management and Leadership skills:  critical analysis, evaluation, and solution of professional tasks using communication skills,  - planning and organizing the management process and teamwork. | | | | | | | 4.1 can manage group/organization time and resources wisely to complete tasks efficiently and effectively. 4.1 can | | | | |
| 4.2 able to identify and understand complex information, solve problems, make decisions, and find creative solutions to complex problems. | | | | |
| 4.3 can organize the work of people with different skills and knowledge to collaborate and accomplish tasks | | | | |
| 4.4 can solve organizational and managerial tasks considering the human factor in professional activity | | | | |
| 4.5 obtain communication skills that allow the implementation of professional activities effectively | | | | |
| LO 5. Science & Research Skills:  - design experiments, conduct them, draw relevant conclusions, and present them to the experiment's stakeholders;  - observing qualities, measuring quantities, sorting/classifying, inferring, predicting, and testing the research hypothesis. | | | | | | | 5.1 can process systematic inquiry that involves the collection and analysis of data and information to increase our understanding of a topic or issue; | | | | |
| 5.2 can apply various scientific methods for study to answer research questions or test hypotheses; | | | | |
| 5.3 can process observation, analysis, classification, quantifying, prediction, and interpretation of data to find trends and patterns and form conclusion; | | | | |
| 5.4 able to design your study, find the most appropriate metrics for assessing data and correctly interpreting results; | | | | |
| 5.5 can present scientific research findings clearly, concisely, and interestingly which is essential for success in science. | | | | |
| **Prerequisites** | | To study the discipline of Foreign language (professional), a master's student must know the volume of grammatical and lexical material passed in the field "Foreign language" in the 1st year, as well as in the discipline "Professionally oriented foreign language" in the 2nd year. | | | | | | | | | | | | |
| **Postrequisites** | | Specialized courses in English | | | | | | | | | | | | |
| **Learning Resources** | | **Literature:** main, additional.  1. P. Yelubayeva. English For Historians (B2 CEFR), University Publication, Almaty, 2023  2. Еnglish for History Students. Methodical development, Qazaq University Publication, Almaty, 2016  2. V. Umanets, A. Kruk. English for Students Majoring in History. Kamenets-Podolsky. 2015  3. Grammar in Context by National Geographic 7th Edition, 2023  4. Longman Business Correspondence: A Guide to Everyday Writing. Longman, 2019  5. www.macmillandictionary.com  6. https://elibrary.kaznu.kz  **Professional, scientific databases**  7. https://nauka.kz  8. edu.e-history.kz  9. www. times.com  10. www.washingtonpost.com  **Internet resources**:  11. Website: www.longman-elt.  12. www.financialtimes.com  13. www.bbc/news.net  14. www. tjohnson@aucegypt.edu. About "How To Write An Essay." | | | | | | | | | | | | |
| **Academic**  **course policy** | | The Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University determine the academic policy of the course.  Documents are available on the main page of IS Univer.  **Integration of science and education.** The research work of students, undergraduates, and doctoral students deepens the educational process. It is organized directly at the university's laboratories, scientific and design departments, and student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into lectures and seminars (practical) classes, laboratory classes, and the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions andassignments.  **Attendance.** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.  **Аcademic honesty.** Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, cheat sheets, and cheating at all stages of completing tasks are unacceptable.  Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by [the Rules for the final control](https://univer.kaznu.kz/Content/instructions/%D0%9F%D1%80%D0%B0%D0%B2%D0%B8%D0%BB%D0%B0%20%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%B8%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%9B%D0%AD%D0%A1%202022-2023%20%D1%83%D1%87%D0%B3%D0%BE%D0%B4%20%D1%80%D1%83%D1%81%D1%8F%D0%B7%D1%8B%D0%BA%D0%B5.pdf), Instructions for the final control of the autumn/spring semester of the current academic year, Regulations on checking students' text documents for borrowings.  Documents are available on the main page of IS Univer.  **Basic principles of inclusive education.** The university's educational environment is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race/ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.  All students, especially those with disabilities, can receive counseling assistance by phone or e-mail *Peryzat.Elubaeva@kaznu.edu.kz* or via video link in MS Teams *https://teams.microsoft.com/l/meetup-join/19%3ameeting\_NjNiZmRiMmUtNjAyMi00ZDc0LWE3OGQtMjc0ZjBkMjYwZmVk%40thread.v2/0?context=%7b%22Tid%22%3a%22b0ab71a5-75b1-4d65-81f7-f479b4978d7b%22%2c%22Oid%22%3a%22aa1b7725-44c4-4c9e-877c-48eb5cfe4daa%22%7d.*  **Integration MOOC (massive open online course).** When integrating MOOC into the system, all students must register for MOOC. The course study schedule must strictly observe the deadlines for passing MOOC modules.  **ATTENTION!** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points. | | | | | | | | | | | | |
| **INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT** | | | | | | | | | | | | | | |
| **Score-rating letter system of assessment of accounting for educational achievements** | | | | | | | | **Assessment Methods** | | | | | | |
| **Grade** | **Digital**  **equivalent**  **points** | | **points,**  **% content** | | **Assessment according to the traditional system** | | | **Criteria-based assessment** correlates actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative evaluation.  **Formative assessment is** a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the student's capabilities, identify difficulties, help achieve the best results, and timely correct the educational process for the teacher. The performance of tasks and the activity of work in the classroom during lectures, seminars, and practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.  **Summative assessment** is carried out upon the course program's completion of the section study.Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes about the descriptors. It allows you to determine and fix the level of getting the course for a certain period. Learning outcomes are evaluated. | | | | | | |
| A | 4.0 \_ | | 95-100 | | **Excellent** | | |
| A- | 3.67 | | 90-94 | |
| B+ | 3.33 | | 85-89 | | **Good** | | |
| B | 3.0 | | 80-84 | | **Formative and summative assessment** | | | | | **Points % content** | |
| B- | 2.67 | | 75-79 | | **MT1** | | Classroom Activities | | | 35 | |
| C+ | 2.33 | | 70-74 | | Home assignments | | | 25 | |
| C | 2.0 | | 65-69 | | **Satisfactorily** | | | Independent work of students (IWS) | | | 30 | |
| C- | 1.67 | | 60-64 | | Mid-Term Control 1 | | | 10 | |
| D+ | 1.33 | | 55-59 | | **MT2** | | Classroom Activities | | | 40 | |
| D | 1.0 | | 50-54 | | Home assignments | | | 30 | |
| FX | 0,5 | | 25-49 | | **Unsatisfactory** | | | Independent work of students (IWS) | | | 20 | |
| F | 0 | | 0-24 | | Mid-Term Control 2 | | | 10 | |
|  |  | |  | |  | | | Final control (exam) | | | | | 100 | |
|  |  | |  | | TOTAL (MT1+MT2\*0.60) +(Exam\*0.4) | | | | | 100 | |
| **Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.** | | | | | | | | | | | | | | |

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| **A week** | **Topic name** | **Number of hours** | **Max.**  **ball** |
| **MODULE 1: HISTORY AS A SCIENCE** | | | |
| **1** | **Unit 1.** What is History | **3** | **5** |
| **Reading:** What is history? |  |  |
| **Listening:** What is history? (https://www.youtube.com/watch?v=0jY-IFWVqmg) |  |  |
| **Speaking:** Why do I choose major in history? |  |  |
| **Writing:** summary writing: thesis, major and minor details |  |  |
| **Grammar & vocabulary:** suffixes - er/-or, -ist, -ian, -sion/-tion |  |  |
| **Home assignment:** Summarize the text in Task 11 of the textbook. |  | **5** |
| **2** | **Unit 2.** Why study History? | **3** | **5** |
| **Reading**: Why study History? |  |  |
| **Listening:** Why is it important to study history?’ (https://www.youtube.com/watch?v=GmtMpQAIKjQ) |  |  |
| **Speaking:** analyzing the quotes on the value of history studies. |  |  |
| **Writing:** summary writing: paraphrasing |  |  |
| **Grammar & vocabulary:** suffix -ment |  |  |
| **Home assignment:** Paraphrase the text in Task 15 of the textbook |  | **5** |
| **IWST 1.** Consultations on the IWS 1 assignment fulfillment. |  |  |
| **3** | **Unit 3.** History as science | **3** | **5** |
| **Reading 1.** History as Science: Concept of History |  |  |
| **Listening:** What is history? (https://www.youtube.com/watch?v=LPggfw7vnLA) |  |  |
| **Speaking:** What is History, and Why Study It? |  |  |
| **Writing:** Summary |  |  |
| **Grammar & vocabulary:** Gerund |  |  |
| **Home assignment:** Summarize the Unit Reading Text in at least 60 words. |  | **5** |
| **IWST 2.** Consultations on the IWS 1 assignment fulfillment. |  |  |
| **4** | **Unit 4.** Source of Knowledge and Impressions | **3** | **5** |
| **Reading 1.** Museum – Source of Knowledge and Impressions |  |  |
| **Listening:** Personal Impressions: Curator Chiyo Ishikawa on Manet's "A King Charles Spaniel" (https://www.youtube.com/watch?v=eoD2iA8nhos) |  |  |
| **Speaking:** The important, sought-after skill sets that Humanities specialists gain. |  |  |
| **Writing:** Summary |  |  |
| **Grammar & vocabulary:** Prefixes. |  |  |
| **IWS 1 ‘Reflections from Being Human.’** History comes from the Greek ἱστορία (historía), which means "investigation, inquiry" and was used to describe any kind of "study" historical or otherwise. Generate a list of famous quotes & sayings (up to ten) about the value of History studies. Discover the *wisdom* of those quotes by explaining their *meaning* and identifying the *moral*. Suggest 2-3 sayings with similar meanings from your culture. |  | **15** |
| **MODULE 2: THE DEVELOPMENT OF CIVILIZATION** | | | |
| **5** | **Unit 5.** The Primitive Community | **3** | **5** |
| **Reading:** The Primitive Community |  |  |
| **Listening:** When Two Tribes Collide | Origins: The Journey of Humankind (https://www.youtube.com/watch?v=yW8QByjJmh4) |  |  |
| **Writing:** Building a historical timeline |  |  |
| **Grammar** **& vocabulary**: International Terms & General Science Words |  |  |
| **Speaking:** Discuss stages of development that primitive formation has gone through. |  |  |
| **Home assignment:** Generatea historical timeline |  | **5** |
| **6** | **Unit 8.** Development of Civilization | **3** | **5** |
| **Reading:** Paleolithic Age (https://www.cambridgeenglish.org/images/168750-teaching-history-through-english-a-clil-approach.pdf) |  |  |
| **Listening:** Early Man and the First Civilizations |  |  |
| **Writing:** Chronological report |  |  |
| **Speaking:** analyze the stages of civilization development |  |  |
| **Home assignment:** Generate a Chronological report of the civilization development in different continents. |  | **5** |
| **IWST 3.** Consultation on the implementation **of IWS 2** |  |  |
| **7** | **Mid-term Control Test 1** | **3** | **5** |
| **Speaking:** Presentation of merged SSW 1&2 assignments**.** |  |  |
| **Writing:** a review of the given text. |  |  |
| **IWS 2. Presentation ‘Development of Civilization.’** Generate a list of texts and websites across a range of genres (poetry, short stories, plays, novels, young adult novels, music, art, etc.) that depict the development of civilization in various regions/cultures. Choose 3-4 works to analyze how civilization development was presented in those works. Prepare a PowerPoint Presentation (PPP) introducing your analysis. |  | **15** |
| **Midterm control 1** | | | **10** |
| **MODULE 3 KAZAKH HISTORY** | | | |
| **8** | **Unit 8. Kazakhs in Ancient Times** | **3** | **5** |
| **Reading:** Kazakhstan in Ancient Times |  |  |
| **Listening:** The Origins of the Kazakhs: 1420-1520 (<https://www.youtube.com/watch?v=-mXVjuy56rg>) |  |  |
| **Writing:** annotation |  |  |
| **Speaking:** Discuss how Mongol tradition could contribute to the Three Juz system of the Qazaqs |  |  |
| **Grammar & vocabulary**: Participle. Terms & General Science Words |  |  |
| **Home assignment:** Prepare a two-minute talk about one great person in early Kazakh history. Make a five-question quiz about your report. |  | **5** |
| **IWST 4.** Consultation on the implementation **of IWS** |  |  |
| **9** | **Unit 14.** The Qazaq Khanate. | **3** | **5** |
| **Reading:** Notes from Kazakh Khanate till Political Dynamics (https://www.studocu.com/row/document/nazarbaev-universiteti/history-of-kazakhstan/notes-from-kazakh-khanate-till-political-dynamics-reading-answers/1661652) |  |  |
| **Listening:** Silk Roads in Kazakhstan: Kayalyk (https://www.youtube.com/watch?v=Hmgu\_EVwFGo) |  |  |
| **Writing:** annotation |  |  |
| **Grammar & vocabulary**: Participle. Terms & General Science Words |  |  |
| **Speaking:** Discuss the role of the Great Silk Way on the territory of Kazakhstan and in the cultural and economic development of the region. |  |  |
| **Home assignment:** Annotate the film "Kazakh Khanate" |  | **5** |
| **10** | **Unit 10. Kazakhstan: 30 years of independence.** | **3** | **5** |
| **Reading:** Kazakhstan’s 30th Anniversary of Independence: Achievements and Results (https://astanatimes.com/2021/11/kazakhstans-30th-anniversary-of-independence-achievements-and-results/) |  |  |
| **Listening:** Stages of Kazakhstan State |  |  |
| **Writing:** Essay writing |  |  |
| **Grammar & vocabulary:** Complex Subject & Complex noun phrases. |  |  |
| **Speaking:** Discuss the model implied for the Qazaq's foreign relations with neighboring powers |  |  |
| **Home assignment:** essay on ‘The Independent Kazakhstan: challenges and prospects.’ |  | **5** |
| **IWST 5.** Consultation on the implementation **of IWS 3** |  |  |
| **11** | **Unit 11. KAZAKHSTAN: 30 YEARS OF INDEPENDENCE** | **3** | **5** |
| **Reading:** 30th Anniversary of Independence: Overview of Kazakhstan’s Key Achievements (https://www.gov.kz/memleket/entities/mfa-bern/press/news/details/158817?lang=en) |  |  |
| **Listening:** Kazakhstan celebrates 30 years of independence (https://www.youtube.com/watch?v=\_uZ-a9Ei9J4) |  |  |
| **Writing:** Essay writing |  |  |
| **Grammar** **& vocabulary**: Dependent prepositions & descriptive adjectives. |  |  |
| **Speaking:** Overview of Kazakhstan’s Key Achievements |  |  |
| **IWS 3.** **Poster on** ‘**Post-War Recovery and Global Development’.** Examine historical efforts at post-war recovery and development, including WW2. Assess their contributions to SDG 1 (No Poverty) and SDG 16 (Peace, Justice, and Strong Institutions). Introduce your findings in posters. |  | **10** |
| **MODULE 4 HISTORY AND SUSTAINABLE DEVELOPMENT** | | | |
| **12** | **Unit 12.** Industrial Revolution and Sustainability | **3** | **5** |
| **Reading:** Introduction to the Sustainable Development Goals and their historical context. |  |  |
| **Listening:** Overview of history as a discipline and its relevance to understanding contemporary global challenges, including the SDGs. |  |  |
| **Writing:** analytical essay |  |  |
| **Speaking:** Discuss how sustainable development principles could have mitigated some of these effects. |  |  |
| **Home assignment:** Examine the environmental and social impacts of the Industrial Revolution in the 18th and 19th centuries and analyze how sustainable development principles could have mitigated some of these effects. Write an essay on your findings in 250 words. |  | **5** |
| **IWST 6.** Consultation on the implementation **of IWS 4** |  |  |
| **13** | **Unit 12.** Historical Perspectives on Environmental Sustainability | **3** | **5** |
| **Reading:** Environmental challenges and innovations. |  |  |
| **Listening:** How historical events and decisions contributed to present-day environmental issues and solutions. |  |  |
| **Writing:** analytical essay |  |  |
| **Speaking:** Examining historical examples of environmental challenges and innovations. |  |  |
| **Home assignment:** Analyzing how historical events and decisions contributed to present-day environmental issues and solutions. Write an analytical essay on your findings in 250 words. |  | **5** |
| **14** | **Unit 14. Colonialism, Resources, and Sustainable Development** | **3** | **5** |
| **Reading:** Strategies for sustainable resource management. |  |  |
| **Listening:** The long-term consequences of Colonialism for sustainable development in former colonies |  |  |
| **Writing:** Summary |  |  |
| **Speaking:** Discuss strategies for sustainable resource management based on historical lessons. |  |  |
| **Home assignment:** Summarise the Reading Text of the Unit |  | **5** |
| **IWST 7.** Consultation on the implementation **of IWS 4** |  |  |
| **15** | **Mid-term Control Test 1** | **3** | **5** |
| **Speaking:** Presentation of merged SSW 1&2 assignments**.** |  |  |
| **Writing:** a review of the given text. |  |  |
| **IWS 4. Project on ‘The Role of Historical Leadership.**  Study historical leaders and their contributions to social change and sustainable development. Analyse further by thinking about the leaders’ strategies, causes, and effects and how those affect the environment. Discuss the qualities and lessons of effective leadership for achieving the SDGs. |  | **10** |
| **Midterm control 2** | | | **10** |
| **Final control (exam)** | | | **100** |
| **TOTAL for course** | | | **100** |

**Dean Dzholdasbekova B.O. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Head of Department Dosmagambetova D.Zh. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lecturer Yelubayeva P.K. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT**

**CRITERIA EVALUATION OF LEARNING OUTCOMES**

**PRESENTATION EVALUATION CRITERIA**

**Task name** (points, % content from 100% MC, copy from the calendar (graphics) implementation of the range of the training course, methods of teaching and learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion** | **"Excellent"**  **Max. weight in %** | **"Good"**  **Max. weight in %** | **"Satisfactory"**  **Max. weight in %** | **"Unsatisfactory"**  **Max. weight in 5** |
| **Organization & Coherence (20%)** | **20.** Consistently clear, concise, and well-organized. Points were easy to follow because of the organization. Transitions between sections are smooth and coordinated. | **15.** Usually clear, concise, and well-organized. Most of the presentation was easy to follow. Transitions between sections are usually coordinated | **10.** Not always clear or concise. The organization was adequate but weak. Occasionally wandered and was sometimes difficult to follow. Transitions between sections are soft. | **5.** Often unclear and disorganized, rambled too much. The presentation was confusing and difficult to follow. Transitions between sections awkward. |
| **Topic Knowledge (20%)** | **20**. Displayed an excellent grasp of the material. Demonstrated excellent mastery of content, application, and implications. Excellent research depth. | **15.** Displayed a general grasp of the material. Demonstrated good mastery of content, application, and implications. Good research depth. | **10**. Displayed some grasp of the material. Demonstrated adequate mastery of content, application, and implications. The research is not very deep. | **5**. Displayed a poor grasp of the material. Demonstrated a superficial handling of content, application, and implications—little depth of research. |
| **Creativity (10%)** | **10.** Very creative and original. Imaginative design and use of materials. Novel handouts, visual aids, or methods. | **8.** Exhibited some originality and creativity. | **5.** Routine treatment, minimal thought given to originality or creativity. | **3.** Lacked creativity. Very ordinary and mundane. |
| **Visual Materials (15%)** | **15**. Simple, clear, easy to interpret, easy to read. Well-coordinated with content, well-designed, and used very effectively. Excellent example of how to prepare and use good visual aids | **11.** Usually clear, easy to interpret, easy to read. Generally well-coordinated with content, the design was okay, commonly used effectively, and demonstrated some understanding of visual aids. | **8.** Marginally acceptable, too complex, crowded, difficult to read or interpret. Adequate coordination with content. Used only adequately. Showed little understanding of how to prepare and use visual aids | **4.** Poor visual aids (or none), hard to read, technically inaccurate, poorly constructed. Poor coordination with content. Used poorly. The presenter did not know how to prepare or use visual aids effectively. |
| **Summary (15%)** | **15.** Clear, concise, major points emphasized, clear recommendations, strong conclusion or call for action | **11.** Referred to main points, recommendations weak or missing, weak conclusion or call for action. | **8.** Vague mention of major points, no recommendations, weak conclusion, weak or no call for action. | **4**. No summary, recommendations, conclusions, or call for action. |
| **Speaking Skills & Audience Responses (20%)** | **20**. Excellent stage presence. Confident, used notes well, at ease, excellent gestures, good audience attention, good eye contact. | **15.** Good stage presence. Fairly confident, used notes fairly well, good gestures, acceptable audience attention, and eye contact. | **10.** Adequate stage presence. Read parts, fumbling with notes, several distracting mannerisms, minimal gestures, minimal eye contact. | **5.** Poor stage presence. Unprepared, awkward, shuffled papers, poor eye contact, lots of um=s, turned from the audience to read overheads, shuffled feet, fidgeted. Poor gestures. |

**Adapted from** [**https://is.muni.cz/el/1433/podzim2013/PV072/um/43622742/PresentationRubric.pdf**](https://is.muni.cz/el/1433/podzim2013/PV072/um/43622742/PresentationRubric.pdf)

  **ESSAY EVALUATION CRITERIA**

**Task name** (points, % content from 100% MC, copy from the calendar (graphics) implementation of the range of the training course, methods of teaching and learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion** | **"Excellent"**  **Max. weight in %** | **"Good"**  **Max. weight in %** | **"Satisfactory"**  **Max. weight in %** | **"Unsatisfactory"**  **Max. weight in 5** |
| **Task Achievement (20)** | **20.** The response appropriately, relevantly, and sufficiently covers all the task requirements. Key features are skillfully selected and clearly presented, highlighted, and illustrated. There may be occasional omissions or lapses in content. | **15.** The response covers the requirements of the task. The content is relevant and accurate – there may be a few omissions or lapses. Key selected features are covered and clearly highlighted but could be more fully or more appropriately illustrated or extended. | **10.** The response focuses on the task's requirements and uses an appropriate format. Some irrelevant, inappropriate, or inaccurate information may occur in detail areas or when illustrating or extending the main points. Some details may be missing (or excessive), and further extension or illustration may be needed. | **5.** The response generally addresses the requirements of the task. The format may be inappropriate in some places. Key features which are selected are not adequately covered. The recounting of detail is mainly mechanical. There may be no data to support the description. |
| **Critical Thinking and Analysis (30%)** | 30. Highly developed analytical skills. The essay offers a complete and objective picture; the problem is thoroughly evaluated, and independent conclusions are reached. | 21. Relatively good analytical skills. Different perspectives are considered, and the ideas are mainly objectively evaluated. | Some evidence of  analytical skills, but  a dominant tendency  to describe. The  The view is biased.  15. Some evidence of analytical skills, but a dominant tendency to describe. The view is biased. | 10. Merely describe the issue under examination. Poor or no attempts to offer an evaluation |
| **Research: Depth, Quality, Use of Evidence (15%)** | **15.** Extensive research of proper academic quality. Evidence is skillfully integrated and effectively supports and develops claims. | **11**. Overall, there is a good amount of valid research/ analysis of references. Evidence is integrated correctly and supports claims. | **8**. Satisfactory amount of valid research/ analysis of references. Some of the evidence supports the claims. | **4**. Limited amount of valid research/ analysis of references. Unskillful attempts to integrate evidence. |
| **Argument Structure and Development (15%)** | **15.** A sustained, coherent, and logical line of argument. | **11**. A coherent line of argument but not thoroughly sustained. | **8**. Relatively coherent but still difficult to understand in some sections | **4**. Argument poorly constructed with some coherence. |
| **Language Use and Style (20%)** | **20**. Sound grammar and vocabulary. The academic writing style is precisely followed. | **15**. Good grammar and vocabulary, very few errors. Writing mostly follows the formal style. | **10**. Satisfactory grammar and vocabulary, occasional errors. Inconsistent style. | **5.** Poor grammar and vocabulary expression. Academic writing style is seriously compromised. |

**Adapted from https://www.studocu.com/en-au/document/western-sydney-university/academic-english/essay-assessment-criteria/33779356**

**SUMMARY ASSESSMENT CRITERIA**

|  |  |
| --- | --- |
| Content. Style.  1-25 points | - addressed all content points, development of argument, faithfulness to the original;  - included main ideas, only relevant details;  - readable/unreadable |
| Organization and cohesion.  1-25 points | - included introduction, central part, conclusion  - organized into paragraphs with appropriate linking devices (adding extra information, contrasting information, introducing the results of previous information, giving reasons for smth, expressing a sequence of events, comparison, enumeration, etc.)  - word count |
| Vocabulary, register. 1-25 points | - consistently formal or informal  - appropriate to language proficiency vocabulary  - correct use of synonyms  - no fragment of the text was copied. |
| Accuracy.  1-25 points | - target reader would / would not be informed  - legible/illegible |
| Grammar.  0-4 points | - grammar at a level appropriate to language proficiency  - spelling  - punctuation |

**Adapted from https://is.muni.cz/el/econ/jaro2011/BPJ\_JI4A/5022984/11700682/SUMMARY\_-\_assessment\_criteria\_\_sample\_summaries\_\_marks.pdf**

Critical Thinking

and Analysis

Merely described

the issue under

examination.

Poor or no

attempts to offer

an evaluation

  **SPEAKING EVALUATION CRITERIA**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion** | **"Excellent"**  **Max. weight in %** | **"Good"**  **Max. weight in %** | **"Satisfactory"**  **Max. weight in %** | **"Unsatisfactory"**  **Max. weight in 5** |
| **Fluency & coherence (25%)** | 25. Fluent with only very occasional repetition or self-correction. Any hesitation that occurs is used only to prepare the content of the following utterance and not to find words or grammar. Speech is situationally appropriate, and cohesive features are entirely acceptable. Topic development is fully coherent and appropriately extended. | 21. Able to keep going and readily produce long turns without noticeable effort. Some hesitation, repetition, and self-correction may occur, often mid-sentence, and indicate problems with accessing appropriate language. However, these will not affect coherence. Flexible use of spoken discourse markers, connectives, and cohesive features. | 13. Able to keep going and demonstrates a willingness to produce long turns. Coherence may sometimes be lost due to hesitation, repetition, and self-correction. Uses a range of spoken discourse markers, connectives, and cohesive features, though not always appropriately. | 12. Unable to keep going without noticeable pauses. Speech may be slow with frequent repetition. Often self-corrects. Can link simple sentences but often with repetitious use of connectives. Some breakdowns in coherence. |
| **Lexical resource (25%)** | A comprehensive resource, readily and flexibly used to discuss all topics and convey precise meaning. Skillful use of less common and idiomatic items despite occasional word choice and collocation inaccuracies. Effective use of paraphrase as required. | The resource is flexibly used to discuss a variety of topics. Some ability to use less common and idiomatic items and an awareness of style and collocation is evident, though inappropriacies occur. Effective use of paraphrase as required. | Resource sufficient to discuss topics at length. Vocabulary use may be inappropriate, but the meaning is clear. Generally able to paraphrase successfully. | The resource is sufficient for familiar topics, but only basic meaning can be conveyed on unfamiliar topics. Frequent inappropriacies and errors in word choice. Rarely attempts to paraphrase. |
| **Grammatical range & accuracy (25%)** | Wide range of structures, flexibly used. The majority of sentences are error-free. Occasional inappropriacies and non-systematic errors occur. A few basic errors may persist. | A range of structures is flexibly used. Error-free sentences are frequent. Both simple and complex sentences are used effectively despite some errors. A few basic errors persist. | Produces a mix of short and complex sentence forms and a variety of structures with limited flexibility. Though errors frequently occur in complex systems, these rarely impede communication. | Can produce basic sentence forms, and some short utterances are error-free. Subordinate clauses are rare; overall, turns are short, structures are repetitive, and errors are frequent. |
| **Pronunciation (25%)** | Uses a wide range of phonological features to convey precise and subtle meaning. Can sustain an appropriate rhythm. Flexible use of stress and intonation across long utterances despite occasional lapses. Can be easily understood throughout. Accent has minimal effect on intelligibility. | Uses a range of phonological features, but control is variable. Chunking is generally appropriate, but rhythm may be affected by a lack of stress timing and a rapid speech rate. There is some effective use of intonation and stress, but this is not sustained. Individual words or phonemes may be mispronounced, but this causes an occasional lack of clarity. Can generally be understood throughout without much effort. | Uses some acceptable phonological features, but the range is limited. Produces some acceptable chunking, but there are frequent lapses in overall rhythm. Attempts to use intonation and stress, but control is limited. Individual words or phonemes are frequently mispronounced, causing a lack of clarity. Understanding requires some effort, and there may be patches of speech that cannot be understood. | Uses few acceptable phonological features (possibly because the sample is insufficient). Overall, problems with delivery impair attempts at connected speech. Individual words and phonemes are mainly mispronounced, and little meaning is conveyed. Often unintelligible. |

**Adapted from https://www.studocu.com/en-au/document/western-sydney-university/academic-english/essay-assessment-criteria/33779356**