

SYLLABUS
Fall semester 2023-2024 academic year
Educational program "6B02303 – Foreign Philology (western languages)"

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)		
89025 Theoretical grammar of target language	3	15	30	-	5	7

ACADEMIC INFORMATION ABOUT THE COURSE

Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platformfinal control
offline	EC (Elective Component)	interactive	Meaningful drill, usage, case study, discussion, brainstorm	Oral, offline UC Univer
Lecturer - (s)	Gulnara Sharipova, candidate of philology senior teacher			
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Assistant - (s)	G.S. Sharipova candidate of philology, senior lecturer			
e-mail :	Gulnara@gmail.com			
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ACADEMIC COURSE PRESENTATION

Purpose of the course	Expected Learning Outcomes (LO) *	Indicators of LO achievement (ID)
<p>The purpose of the discipline: to form the ability to study the lexical and semantic system of the language and its role in the implementation of the expressive, communicative and pragmatic functions of the language and skillfully use scientific terminology. The following will be studied: grammar units, paradigmatic and syntagmatic relations, the structure of the language, the morphemic structure of the word, the categorial structure of the word, parts of speech, syntax, theories of</p>	1. to apply the expanded vocabulary and improve the skills of using theoretical grammar in the English language in professional activity;	1.1. work with national texts of different styles; 1.2. elicit the necessary information and language patterns for analysis.
	2. to correctly edit own work taking into account the main features of translating the text from the source language to target language;	2.1. development of different skills; creative search. 2.2. work with specialized terms; analyze and interpret patterns from different angles.
	3. to master the skills of interpretation and translation and annotating various sources of information and artistic works of different genres and styles;	3.1. work with national texts of different styles; 3.2. work with specialized terms;
	4. to implement creatively the techniques of text translation and interpretation. – text reduction, genre modification, selection of examples, use of quotations.	4.1. development of different skills; 4.2. work with specialized terms; analyze and interpret patterns from different angles.
	5. to master creative and analytical skills of evaluating and criticizing own and others' creative work.	5.1. work with national texts of different styles; 5.2. elicit the necessary information and language patterns for analysis.

word combinations and sentences.		
Prerequisites	Language for Specific Purposes (English, French, German, Spanish, Italian)	
Postrequisites	Theory of Language	
Learning Resources	<p>Literature: main, additional.</p> <ol style="list-style-type: none"> 1. Norman. Theoretical Grammar Oxford, 2019. – 194 p. 2. Bloh. Theoretical Grammar, Moscow - 2018. -291 p. 3. Kudravtceva Lexicology, Moscow (2nd ed.) 2020. – 512 p. 4. RametAde`le Writing for Magazines, How to books, (3rd ed.), 2016. – 256 p. 5. Perezvaig. The world of languages . Oxford press, 2019 - 144 p. 6. Hoffmann A. Research for Writers. A & C Black, 2010. – 222 p. <p>Professional scientific databases</p> <ol style="list-style-type: none"> 1. https://www.scopus.com/home.uri <p>Internet resources</p> <ol style="list-style-type: none"> 1. http://elibrary.kaznu.kz/ru 2. www.womenwrites.org.uk 3. www.writersnet.org.uk 4. www.writersguild.org.uk 6. http://www.6ftferrets.com/index.html 7. MOOC / video lectures, etc. 	

Academic course policy	<p>The academic policy of the course is determined by <u>the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University</u>.</p> <p>Documents are available on the main page of IS Univer.</p> <p>Integration of science and education. The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in 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 the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments.</p> <p>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.</p> <p>Academic honesty. Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.</p> <p>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", "Instructions for the final control of the autumn / spring semester of the current academic year" , "Regulations on checking students' text documents for borrowings".</p> <p>Documents are available on the main page of IS Univer.</p> <p>Basic principles of inclusive education. The educational environment of the university 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.</p> <p>All students, especially those with disabilities, can receive counseling assistance by phone / e-mail karagoishiyeva.daneliya@gmail.com or via video link in MSTeams https://teams.microsoft.com/l/team/19%3a1Ng2Mtu_EmJ9GY2xiVYeoas8so2qnoOpgqxaiMLnJawY1%40thread.tacv2/conversations?groupId=ea5102f0-e948-4744-8d35-a3bee28b9224&tenantId=b0ab71a5-75b1-4d65-81f7-f479b4978d7b</p> <p>Integration MOOC (massive open online course). In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.</p> <p>ATTENTION! The deadline for each task is indicated in the calendar (schedule) for the implementation</p>
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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	<p>Criteria-based assessment is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.</p> <p>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 capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.</p> <p>Summative assessment -type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course. Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated.</p> <table border="1"> <thead> <tr> <th>Formative and summative assessment</th> <th>Points % content</th> </tr> </thead> <tbody> <tr> <td>Activity at lectures</td> <td>5</td> </tr> <tr> <td>Work in practical classes</td> <td>20</td> </tr> <tr> <td>Independent work</td> <td>25</td> </tr> <tr> <td>Design and creative activity</td> <td>10</td> </tr> <tr> <td>Final control (exam)</td> <td>40</td> </tr> <tr> <td>TOTAL</td> <td>100</td> </tr> </tbody> </table>	Formative and summative assessment	Points % content	Activity at lectures	5	Work in practical classes	20	Independent work	25	Design and creative activity	10	Final control (exam)	40	TOTAL	100
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Activity at lectures	5																	
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Design and creative activity	10																	
Final control (exam)	40																	
TOTAL	100																	
A	4.0	95-100	Great															
A-	3.67	90-94																
B+	3.33	85-89	Fine															
B	3.0	80-84																
B-	2.67	75-79																
C+	2.33	70-74																
C	2.0	65-69	Satisfactorily															
C-	1.67	60-64																
D+	1.33	55-59																
D	1.0	50-54																
FX	0.5	25-49	Unsatisfactory															
F	0	0-24																

Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.

A week	Topic name	Number of hours	Max. ball
MODULE 1 Grammar as a linguistic science			
1	L1. Theme: Introduction of the theoretical grammar. Grammar as a linguistic science.	1	2
	Sem 1. Theme: Introduction of the theoretical grammar. Grammar as a linguistic science	2	8
2	L 2. Theme: two parts of Grammar: Morphology and Syntax. Grammatical meaning. Grammatical category. The notion of opposition.	2	2
	Sem 2. Theme: two parts of Grammar: Morphology and Syntax. Grammatical meaning.	1	8

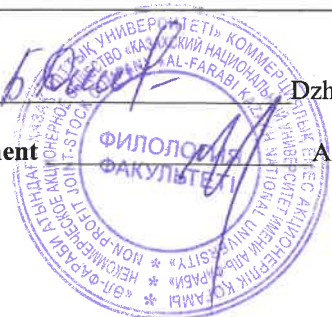
	Grammatical category. The notion of opposition.		
	IWST 1. Consultation on the implementation of IWS1 on the topic: Topic: The aims of Theoretical Grammar.	1	10
3	L 3. The noun. General characteristics. The category of Number. The category of Case.	1	2
	Sem 3. Theme: The noun. General characteristics. The category of Number. The category of Case.	2	8
	SIW 1. Peculiarities of Nouns.	1	10
4	L 4. Theme: Functions of Nouns in the sentences. The article determination.	2	2
	Sem 4. Theme: Functions of Nouns in the sentences. The article determination.	1	8
	IWST 2. Presentation on Nouns.		
5	L 5. Theme: The verb. The lexical and morphological characteristics of the verb. Grammatical categories of the verbs	2	2
	Sem 5. Theme: The verb. The lexical and morphological characteristics of the verb.	1	8
MODULE 2 The grammatical categories and parts of speech			
6	L 6. Theme: The grammatical categories of the verbs.	2	2
	Sem 6. Theme: The grammatical categories of the verbs.	1	8
	IWST3. Consultations on the implementation of IWS 2		
7	L 7. Theme: Phrasal verbs. Non-Finite forms of the verb.	2	2
	Sem 7. Theme: Phrasal verbs. Non-Finite forms of the verb.	1	8
	IWST 3. Verbals, verbids.	1	10
Midterm control 1			100
8	L 8. Theme: The Infinitive. The Participle. The Gerund.	1	2
	Sem 8. Theme: The Infinitive. The Participle. The Gerund.	2	8
	IWS 2. Differences and similarities of infinitives, gerunds, participles.	1	10
9	L 9. Theme: The adjectives. Relative and Qualitative adjectives.	2	2
	Sem 9. Theme: The adjectives. Relative and Qualitative adjectives.	1	8
10	L 10 Theme: The structural types of adjectives. Degrees of adjectives.	1	2
	Sem 10. Theme: The structural types of adjectives. Degrees of adjectives.	1	8
	IWST 4. Slides on adjectives.		
MODULE 3 The grammatical categories and parts of speech			
11	L 11 Theme: Substantivization of adjectives. Syntactic functions of adjectives.	1	2
	Sem11 Theme: Substantivization of adjectives. Syntactic functions of adjectives.	2	8
12	L 12 Theme: The adverbs. The word-building structure of adverbs.	2	2
	Sem 12. Theme: The adverbs. The word-building structure of adverbs.	1	8
	IWST 5. What is Phrasal verb?	2	2
	With RO 3.	1	
13	L 13 Theme: The classification of adverbs. Position of adverbs. Degrees of Comparison.	2	2
	Sem 13. Theme: Phraseological and metaphorical translation. Metaphor and the phraseological unit. Interlingual metaphoric transformations. Ways of translating idioms.	1	8
	IWS 3. Syntactic function of adverbs in the sentence.	2	10
	IWST 5. Consultation on the implementation of IWST 4.		
14	Lec 14 Theme: The numerals. Cardinal and Ordinal numerals. Fractional numerals.	1	2
	Sem 14. Theme: The numerals. Cardinal and Ordinal numerals. Fractional numerals.	2	8
	IWST 6. Numerals slides.	1	10
15	Lec 15 Theme: Pronoun. Pronouns and their classification. Personal pronouns. Possessive pronouns. Reflexive pronouns. Reciprocal pronouns. Demonstrative pronouns. Indefinite pronouns. Relative pronouns. Interrogative pronouns.	1	2
	Sem 15. Theme: Pronoun. Pronouns and their classification. Personal pronouns. Possessive pronouns. Reflexive pronouns. Reciprocal pronouns. Demonstrative pronouns. Indefinite pronouns. Relative pronouns. Interrogative pronouns.	1	8
	IWST 7. Syntax. The sentence and its classification. Principle parts of the sentence. The secondary parts of of the sentence.	2	10
Midterm control 2			100
Final control (exam)			100
TOTAL for course			100

Dean

Dzholdasbekova B.O.

Head of Department

Aimagambetova M.M.



Lecturer

G. Sharipova

Sharipova G.S.

RUBRICATOR OF THE SUMMATIVE ASSESSMENT
CRITERIA EVALUATION OF LEARNING OUTCOMES

Issued at the request of the teacher for each planned summative assessment (IWST)

TEMPLATE

Task name (points, % content from 100% MC, copy from the calendar (graphics) implementation of the content 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 %

Example 1. Written assignment "My professional history" (25% of 100% MC)

Criterion	"Excellent" 20-25%	"Good" 15-20%	"Satisfactory" 10-15%	"Unsatisfactory" 0-10%
Understanding Theories and concepts of professional identity and professionalism of a teacher	Deep understanding of theories, concepts of professional identity and teacher professionalism. Relevant and relevant links (citations) to key sources are provided.	Understanding theories, concepts of professional identity and teacher professionalism. Links (citations) to key sources are provided.	Limited understanding of theories, concepts of professional identity and teacher professionalism. Limited references (citations) to key sources are provided.	Superficial understanding / lack of understanding of theories, concepts of professional identity and professionalism of the teacher. Relevant references (citations) to key sources are not provided.
Awareness of key issues of professional identity and professionalism of teachers in Kazakhstan	Links well the key concepts of professional identity and teacher professionalism with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis).	Links the concepts of professional identity and teacher professionalism with the context of Kazakhstan. Supports arguments with evidence from empirical research.	Limited connection of the concepts of professional identity and professionalism of teachers with the context of Kazakhstan. Limited use of evidence from empirical research.	There is little or no connection between the concepts of a teacher's professional identity and the context of Kazakhstan. Little or no use of empirical research.
Policy proposal or practical recommendations/suggestions	Offers sound policy and/or practical recommendations, proposals for improving the professional identity and professionalism of teachers in Kazakhstan.	Offers some policy and/or practical recommendations, proposals for enhancing the professional identity and professionalism of teachers in Kazakhstan.	Limited policy and practical recommendations. Recommendations are non-essential, not based on rigorous analysis, and are shallow.	Little or no policy and practice advice, or advice of very low quality.
Letter, APA style	The writing demonstrates clarity, conciseness and correctness. Strictly follows the APA style.	The letter demonstrates clarity, conciseness and correctness. Basically follows the APA style.	The letter has some key errors and clarity needs to be improved. There are mistakes in following the APA style.	The writing is unclear, it is difficult to follow the content. Lots of mistakes in following the APA style.

Example 2. Group presentation "Teaching profession in Kazakhstan" (30% of 100% RK)

Criterion	"Excellent" 25-30%	"Good" 20-20%	"Satisfactory" 15-20%	"Unsatisfactory" 0 - 15%
Understanding theories and concepts of the professional identity of the teacher and the teaching profession	Deep understanding of theories, concepts of the professional identity of the teacher and the teaching profession.	Understanding theories, concepts of the professional identity of the teacher and the teaching profession.	Limited understanding of theories, concepts of the professional identity of the teacher and the teaching profession.	Superficial understanding / lack of understanding of theories, concepts of the professional identity of the teacher and the teaching profession.
Awareness of key issues of the professional identity of the teacher and the teaching profession in Kazakhstan	Competent correlation of the key concepts of the professional identity of the teacher and the teaching profession with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis).	There is a connection between the concepts of professional identity of a teacher and the teaching profession with the context of Kazakhstan. The arguments are backed by evidence from empirical research.	Limited correlation of the professional identity of the teacher and the concepts of the teaching profession with the context of Kazakhstan. Limited use of evidence from empirical research	Insignificant connection / lack of connection between the concepts of the teacher's professional identity and the context of Kazakhstan. Little or no empirical research is used.
Pilot Study	Excellent use of the results of pilot studies (interviews or surveys) in the presentation	Good use of the results of pilot studies (interviews or surveys) in the presentation.	Satisfactory use of the results of pilot studies (interviews or surveys) in the presentation.	Poor use of the results of pilot studies (interviews or surveys) in the presentation.
Suggestion of policy or practical recommendations/suggestions	Offers very good policy and/or practical advice or suggestions for improving the professional identity and teaching profession in Kazakhstan.	Offers some policy and/or practical recommendations or suggestions for improving the professional identity and teaching profession in Kazakhstan.	Limited policy and practical recommendations. Recommendations are non-essential, not based on rigorous analysis, and are shallow.	Little or no policy and practice advice, or advice of very low quality.
Presentation, teamwork	Excellent, attractive presentation, excellent quality of visuals, slides, materials, excellent teamwork.	Good engagement, good quality visuals, slides or other materials, good teamwork.	Satisfactory level of involvement, satisfactory quality of materials, satisfactory level of teamwork.	Low engagement, low quality content, poor teamwork.

Postrequisites	Theory of Language
Learning Resources	<p>Literature: main, additional.</p> <ol style="list-style-type: none"> 1. The basis of translation. Garbovskiy, Moscow, 2019. -312p. 2. Ramet Adele. What is Translation? Oxford, 2019. – 194 p. 3. David Morley The Cambridge Introduction to Translation. Cambridge, - 2018. -291 p. 4. John G. Taylor Handbook of Written English, How to books, (2nd ed.) 2019. – 512 p. 5. Ramet Adele Writing for Magazines, How to books, (3rd ed.), 2018. – 256 p. 6. Whitelaw Stella. How to Write Short Short Stories. - Allison & Busby, – 2010. - 144 p. 7. Hoffmann A. Research for Writers. A & C Black, 2021. – 222 p. <p>Professional scientific databases</p> <ol style="list-style-type: none"> 1. https://www.scopus.com/home.uri <p>Internet resources</p> <ol style="list-style-type: none"> 1. http://elibrary.kaznu.kz/ru 2. www.womenwrites.org.uk 3. www.writersnet.org.uk 4. www.writersguild.org.uk 6. http://www.6ftferrets.com/index.html 7. MOOC / video lectures, etc.

Academic course policy	<p>The academic policy of the course is determined by <u>the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University</u>. Documents are available on the main page of IS Univer.</p> <p>Integration of science and education. The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in 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 the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments.</p> <p>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.</p> <p>Academic honesty. Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.</p> <p>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", "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.</p> <p>Basic principles of inclusive education. The educational environment of the university 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.</p> <p>All students, especially those with disabilities, can receive counseling assistance by phone / e-mail karagoishiyeva.daneliya@gmail.com or via video link in MSTeams https://teams.microsoft.com/l/team/19%3a1Ng2Mtu_EmJ9GY2xiVYea08so2qnoOpgqxaiMLnJawY1%40thread.tacv2/conversations?groupId=ea5102f0-e948-4744-8d35-a3bee28b9224&tenantId=b0ab71a5-75b1-4d65-81f7-f479b4978d7b</p> <p>Integration MOOC (massive open online course). In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.</p> <p>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.</p>
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