**Al Farabi Kazakh National University**

**International Relations Faculty**

**Diplomatic Translation Department**

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|  | **APPROVED**  **Dean of the Faculty**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Zhekenov D.K.**  **"\_\_\_\_\_\_"\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2023** |

**METHODOLOGICAL COMPLEX OF THE DISCIPLINE**

**IYa DDP 90731 «Foreign Language of Diplomatic and Business Negotiations»**

**Specialty 6B04201– International Law**

Course – 3

Semester – spring

Credits – 6

**Almaty 2023**

**The Methodological complex was compiled by a senior teacher of the Diplomatic Translation Department Smagulova A.S.**

Based on the curriculum for the educational program **6В04201– International Law**

Reviewed and recommended at the meeting of the Department of Diplomatic Translation

from «\_\_\_» \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2023г., protocol № \_\_\_\_

Head of the Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Seidikenova A.S.

Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Smagulova A.S.

**SYLLABUS**

**Fall semester 2023-2024 academic year**

**Educational program “6B04201- International law”**

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| **ID and the name of the 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)** |
| **IYaDDP 90731**  Foreign language of Diplomatic and Business Negotiations | СРО 4 | | 0 | 45 | | 0 | 5 | 7 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | | | |
| **Learning Format** | **Cycle,**  **component** | **Lecture**  **types** | | | **Types**  **of practical classes** | | **Form and platform of final control**  **Testing**  SDS  MOODLE Test | |
| Off-line | Basic course of elective component,  Practical course | - | | | Solving practical problems, situational tasks | |
| Lecturer - (s) | **Smagulova A.S.** | | | | | |  | |
| e-mail: | aigerim\_0715@mail.ru | | | | | |
| Phone: | **87011674373** | | | | | |
| Assistant - (s) |  | | | | | |
| e-mail: |  | | | | | |
| Phone: |  | | | | | |
| **ACADEMIC COURSE PRESENTATION** | | | | | | | | |

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| **Purpose**  **of the 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) |
| Objective: to form the improvement of knowledge of foreign language communicative competence. The main methods of speech skills and foreign language communication skills as a basis for the development of communicative competence are considered. To develop professionally significant skills and experience of foreign language communication in all types of speech activity; realization of acquired speech skills in the process of searching, selecting and using material in English. | 1. demonstrate skills and techniques for establishing professional contacts and developing professional communication in English; | 1.1 understood the professional terminology and abbreviations structure of texts;  1.2 read authentic articles, texts and talks about international law |
| 2. use a wide range of linguistic means to express their communicative intentions and solve problems of interpersonal and intercultural interaction; | 2.1 interpreted and translated authentic texts using professional terminology;  2.2 Applied grammatical and lexical constructions in oral and written communication; |
| 3. find information about different types of Laws in various sources, including Internet resources; | 3.1 applied skills and abilities to recognize upper-intermediate professional terms in authentic texts;  3.2 analyzed the style of various types of documents and laws of international law;; |
| 4. to develop skills in all aspects of speech activity: speaking, listening, reading and writing; | 4.1 developed speaking skills using professional terminology and academic grammar in given professional situations;  4.2 developed listening skills to comprehend academic speech;  4.3 developedwriting skills necessary for business writing in their professional sphere; |
|  |  |  |
| **Prerequisites** | **Foreign Language** | |
| **Postrequisites** | **Foreign language in the sphere of international activity – part 1** | |
| **Learning**  **resources\*\*** | **Literature:**   1. M.M. Lebedeva, E.S. Zinovieva International negotiations in the Digital Age. MGIMO University, 2022 2. ГераскинаН.П., КочетковаИ.К. Basics of political translation from Russian into English / Обучениепереводусрусскогоязыкана английский общественно-политических материалов 3. M.B. Дроздов. Английский язык в средствах массовой информации EnglishinMassMedia: учебное пособие /M.B.Дроздов, И.Н. Кузмич -Минск: Из-воГревцова, 2011 -256c.ISBN 978-985-6954-27-9. 4. Нужнова, Е. Е. Английский язык. Professional Reading: Law, Economics, Management : учебное пособие для вузов / Е. Е. Нужнова. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2020. — 149 с. — (Высшее образование). — ISBN 978-5-534-07994-4. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/bcode/454142>. 5. Ступникова, Л. В. Английский язык для юристов (Learning Legal English) : учебник и практикум для вузов / Л. В. Ступникова. — 3-е изд., испр. и доп. — Москва : Издательство Юрайт, 2020. — 403 с. — (Высшее образование). — ISBN 978-5-534-10358-8. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://biblio-online.ru/bcode/450102>. 6. Английский язык для юристов (B1–B2) : учебник и практикум для среднего профессионального образования / И. И. Чиронова [и др.] ; под общей редакцией И. И. Чироновой. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2020. — 399 с. — (Профессиональное образование). — ISBN 978-5-534-11887-2. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: https://biblio-online.ru/bcode/450704 . 7. Миньяр-Белоручева А.П., Миньяр-Белоручев К.В. М 62 Английский язык. Учебник устного перевода: Учебник для вузов / А.П. Миньяр-Белоручева, К.В. Миньяр-Белоручев. — М.: Издательство «Экзамен», 2003. — 352 с. 8. M. K.Makisheva, G.A.Karipbayeva: English for students of International Relations, education manual.-Almaty: Kazakhuniversity, 2020. 9. Н.П. Беспалова, К.Н. Котлярова Перевод и реферирование общественно – политических текстов. Москва. Российский университет дружбы народов, 2009 10. Penguin. Test your vocabulary – 3 Intermediate 2020 11. Osetrova Elena. English language. A textbook on socio-political translation.2018 12. Stuart Redman & Ruth Gairns. Test Your English Vocabulary in Use.   **Internet resources:**  <https://www.futurelearn.com/><https://www.un.org/en/><https://edition.cnn.com><https://www.bbc.co.uk>[www.multitran.com/](http://www.multitran.com/)<https://www.lingvolive.com/en-us><http://www.ozdic.com>  <https://www.oxfordlearnersdictionaries.com/><https://dictionary.cambridge.org><https://www.coursera.org><https://app.memrise.com/><https://www.ted.com><https://www.e-ir.info> | |

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| **Academic**  **course policy** | | The academic policy of the course is determined by [the Academic Policy](https://univer.kaznu.kz/Content/instructions/%D0%90%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0.pdf) and [the Policy of Academic Integrity of Al-Farabi Kazakh National University .](https://univer.kaznu.kz/Content/instructions/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%20%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B9%20%D1%87%D0%B5%D1%81%D1%82%D0%BD%D0%BE%D1%81%D1%82%D0%B8.pdf)  Documents are available on the main page of IS Univer .  **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 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, the use of cheat sheets, 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"](https://univer.kaznu.kz/Content/instructions/%D0%98%D0%BD%D1%81%D1%82%D1%80%D1%83%D0%BA%D1%86%D0%B8%D1%8F%20%D0%B4%D0%BB%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%B2%D0%B5%D1%81%D0%B5%D0%BD%D0%BD%D0%B5%D0%B3%D0%BE%20%D1%81%D0%B5%D0%BC%D0%B5%D1%81%D1%82%D1%80%D0%B0%202022-2023.pdf) , "Regulations on checking students' text documents for borrowings".  Documents are available on the main page of IS Univer .  **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.  All students, especially those with disabilities, can receive counseling assistance by phone / e- mailroza\_madjarova68@mail.ruorvia video link in MSTeam, ZOOM  **IntegrationMOOC (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 coursestudy schedule.  **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** is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.  **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.  **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. | |
| A | 4.0 \_ | | 95-100 | Great |
| A- | 3.67 | | 90-94 |
| B+ | 3.33 | | 85-89 | Fine |
| B | 3.0 | | 80-84 | **Formative and summative assessment**  The teacher introduces his own types of assessment or uses the proposed option | **Points % content**  The teacher enters his score into points in accordance with the calendar (schedule).  The exam does not change  and the final score in the course. |
| B- | 2.67 | | 75-79 | Activity at lectures | 0 |
| C+ | 2.33 | | 70-74 | Work in practical classes | 20 |
| C | 2.0 | | 65-69 | Satisfactorily | Independent work | 25 |
| C- | 1.67 | | 60-64 | Design and creative activity | 15 |
| D+ | 1.33 | | 55-59 | Final control (exam) | 40 |
| D | 1.0 | | 50-54 | TOTAL | 100 |
| 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.** | | | | | | |

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| **A week** | **Topic name** | **Number of hours** | **Max.**  **ball** |
| **MODULE 1International organizations. General Characteristics** | | | |
| **1** | **PL 1:International relations**  **Grammar**: Vocabulary and grammar revision  **News Round –up.** Rendering and Commenting of a newspaper article on the current global issues. | 3 | 9 |
| **2** | **PL 2:What is Negotiation?**  **Grammar**: Vocabulary and grammar revision  **News Round –up.** Rendering and Commenting of a newspaper article on the current global issues. | 3 | 9 |
| **IWS1**Consultations on current theme |  |  |
| **3** | **PL 3:International Negotiations Research**  **Grammar**: Vocabulary and grammar revision  **News Round –up.** Rendering and Commenting of a newspaper article on the current global issues. | 3 | 9 |
| **IWST 1 International relations** | 1 | 7 |
| **4** | **PL 4:Communication during International Negotiations**  **Grammar**: Vocabulary and grammar revision  **News Round –up.** Rendering and Commenting of a newspaper article on the current global issues.. | 3 | 9 |
| **IWS 2** Consultations on the implementation of **IWST 2** |  |  |
|  | **MODULE 2 Preparing for and Holding International Negotiations** |  |  |
| **5** | **PL 5:Visits, Conflicts, Exchange of Views**  **Grammar**: Vocabulary and grammar revision  **News Round –up.** Rendering and Commenting of a newspaper article on the current global issues. | 3 | 9 |
| **IWST 2 The Main Parameters of Preparation for Negotiations** | 1 | 7 |
| **6** | **PL 6:Structure of the International Negotiation Process**  **Grammar**: Vocabulary and grammar revision  **News Round –up.** Rendering and Commenting of a newspaper article on the current global issues. | 3 | 9 |
| **IWS3.** Consultations on the implementation of **IWST 3** |  |  |
| **7** | **PL 7:Meetings, Negotiations, Agreements**  **Grammar**: Vocabulary and grammar revision  **News Round –up.** Rendering and Commenting of a newspaper article on the current global issues. | 3 | 9 |
| **IWST 3 International Negotiations as a Practice** | 1 | 7 |
|  | **24** | **84** |
|  | **Control test 1** |  | **16** |
| **Midterm control 1** | | | **100** |
| **MODULE 3 Features of Conducting Various Types of International Negotiations** | | |  |
| **8** | **PL 8:High – level and multilateral Negotiations**  **Grammar**: Vocabulary and grammar revision  **News Round –up.** Rendering and Commenting of a newspaper article on the current global issues.. | 3 | 8 |
| **IWS 4.** Consultations on the implementation of **IWST 4** |  |  |
| **9** | **PL 9:Statements, Declarations, Communiques**  **Grammar**: Vocabulary and grammar revision  **News Round –up.** Rendering and Commenting of a newspaper article on the current global issues. | 3 | 8 |
| **10** | **PL 10:National and Personal Styles of Negotiations**  **Grammar**: Vocabulary and grammar revision  **News Round –up.** Rendering and Commenting of a newspaper article on the current global issues. | 3 | 8 |
| **IWST 4Mediation in International Negotiations** | 1 | 4 |
| **11** | **PL 11:Arrivals, Visits, Talks**  **Grammar**: Vocabulary and grammar revision  **News Round –up.** Rendering and Commenting of a newspaper article on the current global issues. | 3 | 8 |
| **IWS 5.** Consultations on the implementation of **IWST 5** |  |  |
|  | **MODULE4 The Impact of Global Digital Transformation on Negotiations** |  |  |
| **12** | **PL 12:Digital Technologies in International Negotiations**  **Grammar**: Vocabulary and grammar revision  **News Round –up.** Rendering and Commenting of a newspaper article on the current global issues. | 3 | 8 |
| **IWST 5. Cooperation**  **IWS 6.** Consultation on the implementation **of IWST 6.** | 1 | 4 |
| **13** | **PL 13:Peace, Security, Conflicts**  **Grammar**: Vocabulary and grammar revision  **News Round –up.** Rendering and Commenting of a newspaper article on the current global issues. | 3 | 8 |
| **IWST 6 Social Media in Modern Diplomacy**  **IWS 7.** Consultation on the implementation **of IWST 7.** | 1 | 4 |
| **14** | **PL 14:International organizations. The United Nations Organization**  **Grammar**: Vocabulary and grammar revision  **News Round –up.** Rendering and Commenting of a newspaper article on the current global issues. | 3 | 8 |
| **15** | **PL 15:Election. Grammar**: Vocabulary and grammar revision  **News Round –up.** Rendering and Commenting of a newspaper article on the current global issues. | 3 | 8 |
| **IWST 7 Electoral system in the USA, Great Britain and Kazakhstan** | 1 | 4 |
|  |  | **28** | **80** |
| **Control Test 2** | | | **20** |
| **Midterm control 2** | | | **100** |
| **Final control (exam)** | | | **100** |
| **TOTAL for course** | | | **100** |

**Dean of International Relations Faculty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Zhekenov D.K.**

**Head of Diplomatic Translation Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Seidikenova A.S.**

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Smagulova A.S.**

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT**  OF **IWST TASK**

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| --- | --- | --- | --- | --- |
| **Criterion** | **"Excellent"**  20-25% | **"Good"**  15-20% | **"Satisfactory"**  10-15% | **"Unsatisfactory"**  0-10% |
| Reading | Speech is easy to understand: there are no unnecessary pauses; phrasal stress and intonation contours, pronunciation of words. | Speech is perceived quite easily, but there are unnecessary pauses; phrasal stress and intonation contours, with virtually no violations of the norm; several phonetic errors are allowed, including 1-2 errors that distort the meaning | Speech is perceived quite easily, but there are unnecessary pauses; there are errors in phrasal stress and intonation contours; 5-7 phonetic errors are allowed, including errors that distort the meaning | Speech is not perceived due to unreasonable pauses; incorrect phrasal stresses and distorted intonation contours, a large number of phonetic errors were made |
| Speaking | Lexical and grammatical formatting of speech, deep understanding of the text. the task is completed in full: the goal of communication is achieved; the topic is covered in full (all aspects specified in the assignment are fully, accurately and fully disclosed). | The statement is logical and complete; There are introductory and concluding phrases that correspond to the topic. Logical communication tools are used correctly. | The statement is basically logical and has a fairly complete character, BUT there is no introductory or concluding phrase, there are one or two violations in the use of logical communication means | Lack of lexical material, speech is not perceived due to unreasonable pauses; incorrect phrasal stresses and distorted intonation contours |
| Grammar | Variety of grammatical structures are used in accordance with the task and the requirements of a given year of language teaching; grammatical errors are either absent or do not interfere with the solution of the communicative task. | Variety of grammatical structures are used in accordance with the task and the requirements of a given year of language teaching; grammatical errors slightly impede the solution of the communicative task. | 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. |
| Writing | 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. |