**SYLLABUS**

**Fall semester 2024-2025 academic year**

**Educational program "Foreign philology"**

The total volume of the syllabus is not more than 5-6 pages, not counting the IWS assessment rubricators.

Font Times New Roman, size 10.

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| **ID** **and name** **of course** | **Independent work** **of the student****(IWS)***Enter IWS, IWM, IWD**depending on the level of education* | **Number of credits** | **General****number** **of credits** | **Independent work** **of the student****under the guidance** **of a teacher (IWST)***Submit IWST, IWMT, IWDT depending on the level* *of education* |
| **Lectures (L)** | **Practical classes (PC)** | **Lab. classes (LC)** |
| REAT 4311 | Editing and annotating of electronic texts | 7 | 15 | 30 | 15 | 3 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** |
| **Learning Format** | **Cycle,****component** | **Lecture** **types** | **Types** **of practical classes** | **Form and platform final control** |
| *Choose**Offline/online/**hybrid* |  |  |  | Written exam |
| Full-time | Full-time |
| Lecturer  | Candidate of philological sciences, senior teacher – Musaly Leyla |
| e-mail | mj\_laila@mail.ru |
| **Assistant - (s)** |  |
| **e-mail :** |  |
| **Phone :** | 87012701868 |
| **ACADEMIC COURSE PRESENTATION****Academic Behavior Rules:** All students are required to register for the MOOC. The deadlines for completing the modules of the online course must be strictly observed in accordance with the schedule for studying the discipline. Leave in case of current MOOC or SPOC courses.**ATTENTION!** Failure to meet deadlines results in loss of points! The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the training course, as well as in the MOOC. Leave in case of current MOOC or SPOC courses.**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 almaty.gulnar@mail.ru |
| **Purpose****of the course** | **Expected Learning Outcomes (LO) \*** Describe what is the result of studying the coursethe student will be able to: | **Indicators of LO achievement (ID)**Demonstrated ability to use knowledge, skills, abilitiesin learning and practice,which students will be able to demonstrate in LO (at least 2 per LO) |
| The main universal skills necessary for students in educational sphere is the abstract of the scientific literature. | 1.Opinions of scientists-methodologists are one in that abstract of foreign scientific literature is a great way of teaching, which produces active searching character of speech perception, form fitting on the semantic analysis of the content, accelerates the pace of reading, and brings attention to the linguistic means of text. *
* 2. Objective of the course is to generate informative sub competence based on technology of the text for future translators
 | * 1. Peculiar way of abstract is the reception and processing of information,
	2. developing creativity, improving the skills of independent work with the scientific literature.
	3. Learn the forms of abstract is an important part in the training of students, as it has a great informative and educational value in-depth knowledge of the subject studied,

expanding vocabulary terms and structures of the scientific style of speech, which form the basis of the scientific text. |
| 2.1. annotation and abstract of scientific texts2.2. annotation and abstract of publicistic texts2.3. annotation and abstract of business letters. |
| 3. Education abstracted, in other words extracting the most important or characteristic fragments from one or many sources of information at the moment is the social order of society (handling the growing volume of multimedia information, world events of the day, stock quotes).4 As the result of studying the course graduate students should know: | 3.1. The major task of the course is to develop students' understanding of the subject area of the complex form of speech which is the abstract and annotation.3.2. the involvement of students in the discussion of the problems of data compression based on the analysis of vocational-oriented scientific texts. |
| 4.1the main approaches and methods of analysis of scientific literature;4.2ways of disclosing the content of texts, types of secondary documents; |
| 5. Graduate students should be able to:**Translation theories** | 5.1 make reviews, abstracts, summaries, analysis, annotations;* 1. make a message to the studied subjects relying on reviewed sources.
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| **Prerequisites** | **Translation theories** |
| **Postrequisites** | Writing a diploma thesis |
| **Learning Resources** | **Literature:**1. **Basic literature:** 1. Kunanbayeva S.S. The theory and practice of modern foreign language education. - Almaty, 2018 - 344 p.
2. Vekker L.M. Mental processes. - L. Leningrad State University, 2009, v. 3.
3. Maslova V.А., Cognitive linguistics. – Mn.: Tetra Systems, 2014.
4. Kobkov V.P. Substitution, omission, and combining as methods of text compression without loss of information. In: For Teachers of Foreign Languages. - Novosibirsk, 2005, vol. 5, pp. 49-73.

**Additional:**1 Kobkov V.P. The role of the principle of economics in the development of language functioning. In: To help the teachers of foreign languages. - Novosibirsk, 2018, No.6, p.28-55.2Velichkovsky B.M. Modern - psychology. - Moscow: Moscow State University Press,2021.3.Rakitov A.I. Theory of Knowledge | | Philosophy. The basic ideas and principles. - Moscow, 2014, pp. 258-284.**Software**1. Branscombe N.P. Conscious and unconscious processing of affective and cognitive information | | Fielder K., Forges J. Affect, cognition and social behavior. - Toronto etc., 2019. p. 3-24**Internet resources:**Internet resources (at least 3-5)* 1. <http://elibrary.kaznu.kz/ru>

Professional1Anderson J.B. The architecture of cognition. - Cambridge, Mass.: Harvard University, Press, 2019.2 Schroeder J.A. Information and meta-information. STI. Ser. 2, 2015, № 4, pp. **3-10.** |

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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- mail enter *teacher's contacts* or via video link in MS Teams *enter a permanent link to the meeting.***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. **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 changeand the final score in the course. |
| B- | 2.67 | 75-79 | Activity at lectures | 5 |
| 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 | 10 |
| D+ | 1.33 | 55-59 | Unsatisfactory | Final control (exam) | 40 |
| D | 1.0 | 50-54 | TOTAL | 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 Title****Number of modules, title of topics, number of IWS,****the distribution of components by week is determined by the teacher, the assessment of knowledge is determined by****compiler of the syllabus.** |
| **1** | **Lec 1.** Theme Linguistic and psychological foundations of abstract and annotation. | 1 | 2 |
| **Sem 1.** Theme Linguistic and psychological foundations of abstract and annotation. | 2 | 8 |
| **Lab 1.** Theme Tasks on linguistic and psychological foundations of abstract and annotation. | 1 | 2 |
| **2** | **Lec 2.** Theme Information and discourse. Types of informative abstract and ways of disclosure of the contents of texts | 1 | 2 |
| **Sem 2.** Theme Language and discourse  | 2 | 8 |
| **Lab 2.** Theme Define the theories of discourse and text. | 1 |  |
| IWST 1. The theories of discourse and text. | 1 | 10 |
| **3** | **Lec 3.** Theme Abstract and text activity  | 1 | 2 |
| **Sem 3.** Theme Abstract and text activity (syntax, functional, communicative, informative text structure) Laws of simplification, composition and conjunctive tautology.  | 2 | 8 |
| **Lab 3.** Theme tasks on forms of an abstract and text activity (syntax, functional, communicative, informative text structure) | 1 | 2 |
| **SIW 1.** Topic, type of task. Syntactical, functional, communicative, informative text structure. The cognitive approach to understanding and processing of scientific information. | 1 | 10 |
| **4** | **Lec 4.** Theme Lexical-semantic abstract of texts  | 1 | 2 |
| **Sem 4.** Theme Lexical-semantic abstract of texts (suppression, compression, compensation) | 2 | 8 |
| **Lab 4.** Theme Tasks on lexical-semantic abstract of texts | 1 |  |
| **5** | **Lec 5.** Theme Logical principle of evaluation of text abstract  | 1 | 10 |
| **Sem 5.** Theme Logical principle of evaluation of text abstract of scientific literature. Application of frame approach for solving problems related to the abstract of the scientific literature. | 1 | 2 |
| **Lab 5.** Theme Tasks on principles of evaluation of text abstract of scientific literature | 2 | 8 |
| **MODULE 2 Title ...** |  | 1 | 2 |
| **6** | **Lec 6.** Theme Secondary documents and ways of their creation. |  |  |
| **Sem 6.** Theme Types of secondary documents  | 1 | 2 |
| **Lab 6.** Theme tasks on the forms and structure of secondary documents | 2 | 8 |
| **Lec 7.** Theme Business documents and ways of their creation. | 1 | 2 |
| **7** | **Sem 7.** Theme Forms and structure of business documents. General issues of using of information and communication technologies in education the mediated communication. | 1 | 2 |
| **Lab 7.** Theme tasks on the forms and structure of business documents | 2 | 8 |
| IWST 3. Consultation on the implementation of the IWS 2. Secondary documents and structure of business documents | 1 | 2 |
| **Lec 6.** Theme Secondary documents and ways of their creation. | 1 | 10 |
| **Midterm control 1** | **100** |  | **100** |
| **8** | **Lec 8.** Theme Language and style of the scientific literature. | 1 | 2 |
| **Sem 8.** Theme Stylistic peculiarities of the scientific literature. The main stages of abstract of the scientific literature. | 2 | 8 |
| **Lab 8.** Theme Practical tasks and analysis of stylistic functions of the scientific literature. | 1 | 2 |
| **IWS 2.** Topic, type of task. Analysis of stylistic functions of the scientific texts. Informative, logical and compositional aspects of text coherence. | 1 | 10 |
| **9** | **Lec 9.** Theme Secondary documents in the field of document service. Compression in the field of information communication. | 1 | 2 |
| **Sem 9.** Theme Types of secondary documents in the field of document service. | 2 | 8 |
| **Lab 9.** Theme Practical tasks and analysis of stylistic functions of electronic secondary documents in the field of document service. | 1 | 2 |
| **Lec 10** Theme Functional analysis of syntactical forms of electronic secondary documents | 1 | 2 |
| **10** | **Sem 10.** Theme Stylistic and syntactical forms of electronic secondary documents. Modeling of texts aimed at the transfer of intellective information.  | 2 | 8 |
| **Lab 10.** Theme Forms of electronic secondary documents. Classification of the main types and methods of text compression. | 1 | 2 |
| IWST 4. Colloquium (test, test, project, essay, situational task, etc.). Topic, type of task. Analysis of scientific articales | **1** | **5** |
|  |  | 100 |
| **MODULE 3 Title...**  |  | 1 | 2 |
| **11** | **Lec 11** Theme Analysis of the a scientific texts in comparison with other types of secondary texts. | 2 | 8 |
| **Sem 11.** Theme Analysis of the a scientific texts in comparison with other types of secondary texts. | 1 | 2 |
| **Lab 11.** Theme Analysis of the a scientific articles | 1 | 2 |
| **Lec 12** Theme Methodology of writing scientific articles | 2 | 8 |
| **12** | **Sem 12.** Theme International format of scientific articles and research methods. | 1 | 2 |
| **Lab 12.** Theme Writing article according to international format of scientific articles | 1 | 2 |
| **Lec 13** Theme Forms and types of scientific theses | 2 | 8 |
| **Sem 13.** Theme Methodology of writing the types of scientific theses Characteristics of written mediated scientific communication. | 1 | 2 |
| **13** | **Lab 13.** Theme Analysis of the content and structure of types of scientific theses The results of philological research in modeling of registers of studied language. | 1 | 5 |
| **IWS 5.** Topic, type of task. Plans and draft of scientific theses | 1 | 2 |
| **Lec 14** Theme Research competencies of writing scientific texts | 2 | 8 |
| **Sem 14.** Theme Model of research competencies of writing scientific texts. Approximate stage in the formation of abstract language skills for the students of linguistic specialties. | 1 | 2 |
| **14** | **Lab 14.** Theme Analayis on the structural and lexical analysis of the scientific texts. | 1 | 5 |
| **IWST 6. Colloquium (test, test, project, essay, situational task, etc.). Topic, type of task.** Analysis of scientific texts. Texts related to the analytic-synthetic processing of information. | 1 | 2 |
| **Lec 15** Theme Linguistic competencies for the students of linguistic specialties | 2 | 8 |
| **15** | **Sem 15.** Theme The model of linguistic competencies for the students of linguistic specialties Technology textual activity in the modeling of indirect communication. | 1 | 2 |
| **Lab 15.** Theme Abstract model of the formation of linguistic skills for the students of linguistic specialties | 1 | 5 |
| **IWST 7.** Analysis of scientific texts. Texts related to the analytic-synthetic processing of information. |  |  |
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| **Midterm control 2** | **100** |
| **Final control (exam)** | **100** |
| **TOTAL for course** | **100** |

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

Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ M.M. Aimagambetova

Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ L. Zh.Mussaly

**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

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| --- | --- | --- | --- | --- |
| **Criterion**   | **"Excellent"**  **Max. weight in %**  | **"Good"**  **Max. weight in %**  | **"Satisfactory"**  **Max. weight in %**  | **"Unsatisfactory"**  **Max. weight in %**  |
|    |    |    |    |    |

   **Example 2. Group presentation "Editing and annotating of electronic texts" (30% of 100% RK)**

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| **Criterion**  | **"Excellent"** 25-30% | **"Good"** 20-20% | **"Satisfactory"** 15-20% | **"Unsatisfactory"** 0 – 15% |
| Peculiar way of abstract writing is the reception and processing of information, Ways of developing creativity, improving the skills of independent work with the scientific literature. | . Education abstracted, in other words extracting the most important or characteristic fragments from one or many sources of information at the moment is the social order of society (handling the growing volume of multimedia information, world events of the day, stock quotes). | To know the main approaches and methods of analysis of scientific literature;4.2ways of disclosing the content of texts, types of secondary documents; | The involvement of students in the discussion of the problems of data compression based on the analysis of vocational-oriented scientific texts. | Superficial understanding / lack of understanding of theories, concepts. |
| Learn the forms of abstract is an important part in the training of students, as it has a great informative and educational value in-depth knowledge of the subject studied,  | Competent correlation of the key concepts of the subject. | To know the main approaches and methods of analysis of scientific literature.To use the ways of disclosing the content of texts, types of secondary documents; | Limited correlation the concepts. | 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**   | Objective of the course is to generate informative sub competence based on technology of the text for future translators  | 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**   | Can make reviews, abstracts, summaries, analysis, annotations. Students make a message to the studied subjects relying on reviewed sources. | 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.  |