**SYLLABUS**

**Fall semester 2024-2025 academic year**

**Educational programs “7M03112 International Relations”, “7M04201 International Law”, “7M04101 World Economy”, “7M02304 Translation Studies in the field of International and Legal Relations”**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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)** |
| **Professional Foreign Language (English)** | 3 | | - | 3 | - | 5 | 2 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | | |
| **Learning Format** | **Cycle,**  **component** | **Lecture**  **types** | | **Types**  **of practical classes** | | **Form and platform final control** | |
| *Offline* | Profile course of elective component | - | | discussion,  problem-solving | | Oral examination (offline)  Written assignment | |
| **Lecturer - (s)** | Assan Kanagat Aitbaiuly | | | | |
| **e-mail :** | [asan.kanagat@alumni.nu.edu.kz](mailto:Akasan601@gmail.com) | | | | |
| **Phone :** | 87057621474 | | | | |
| **Assistant - (s)** | - | | | | |
| **e-mail :** | - | | | | |
| **Phone :** | - | | | | |
| **ACADEMIC COURSE PRESENTATION** | | | | | | | |
| **Purpose**  **of the course** | **Expected Learning Outcomes (LO) \*** | | | | | **Indicators of LO achievement (ID)** | |
| To enhance students' mastery of the English language for academic and professional contexts relevant to their field of study (International Relations, World Economy, Translation Studies, and International Law), while developing high-level communication skills for both oral and written forms in professional environments. | 1. To identify and analyze key academic and professional texts and documents within their fields (International Relations, World Economy, Translation Studies, International Law). | | | | | 1.1 Understands the structure and purpose of key academic texts (e.g., research papers, policy briefs, treaties, contracts). | |
| 1.2 Demonstrates the ability to summarize main ideas and arguments in professional documents. | |
| 2. To apply strategies for reading and interpreting texts related to their professional field (e.g., legal documents, economic reports, translation texts). | | | | | 2.1 Identifies and explains key concepts from complex texts efficiently using skimming and scanning techniques. | |
| 2.2 Uses analytical reading strategies to understand specialized terminology. | |
| 3. To develop coherent, well-structured academic and professional writing relevant to their specialization (e.g., reports, essays, proposals). | | | | | 3.1 Applies correct grammatical structures and vocabulary to professional writing tasks (e.g., legal or policy reports). | |
| 3.2 Develops logical, well-organized arguments using appropriate professional writing standards. | |
| 4. To enhance oral communication skills in professional settings, including presentations, discussions, and negotiations. | | | | | 4.1 Analyzes verbal communication strategies, identifying strengths and areas of improvement in presentations and discussions. | |
| 4.2 Effectively uses specialized vocabulary and complex sentence structures to improve fluency in professional dialogues. | |
| 5. To evaluate peer and professional work (written or oral) in their field, providing constructive feedback. | | | | | 5.1 Critically assesses the clarity, organization, and relevance of professional written work (e.g., proposals, case studies). | |
| 5.2 Provides detailed feedback on spoken and written responses using appropriate criteria and professional standards. | |
| **Prerequisites** |
| **Postrequisites** | - | | | | | | |
| **Learning Resources** | **Main Literature:**   1. **Graff, G., & Birkenstein, C.** (2018). *They Say, I Say: The Moves That Matter in Academic Writing* (4th ed.). W.W. Norton & Company. 2. **Crystal, D.** (2012). *English as a Global Language* (2nd ed.). Cambridge University Press, 272 p. 3. **Swales, J. M.**, & **Feak, C. B.** (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills* (3rd ed.). University of Michigan Press, 440 p. 4. **Gillet, A.** (2013). *Speak for Yourself: Oral Presentation in English* (2nd ed.). Garnet Education, 160 p. 5. **Bailey, S.** (2018). *Academic Writing: A Handbook for International Students* (5th ed.). Routledge, 314 p. 6. **Garner, B. A.** (2016). *Garner's Modern English Usage* (4th ed.). Oxford University Press, 1056 p. 7. **McCarthy, M.**, & **O'Dell, F.** (2017). *Academic Vocabulary in Use* (2nd ed.). Cambridge University Press, 176 p. 8. **Alcaraz Varó, E.** (2014). *Legal Translation Explained*. Routledge, 296 p. 9. **Mattila, H. E. S.** (2006). *Comparative Legal Linguistics: Language of Law, Latin, and Modern Lingua Francas*. Ashgate Publishing, 398 p. 10. **Kahane, R.** (2014). *Legal English for International Lawyers* (2nd ed.). Palgrave Macmillan, 225 p.   **Additional Literature:**   1. **Oster, U.**, & **Guillén Nieto, V.** (2020). *Teaching Legal English: A Practical Guide*. Palgrave Macmillan, 220 p. 2. **Bhatia, V. K.** (2014). *Worlds of Written Discourse: A Genre-Based View*. Bloomsbury Publishing, 288 p. 3. **Gibbons, J.** (2014). *Language and the Law* (2nd ed.). Routledge, 336 p. 4. **Northcott, J.** (2013). *Teaching Legal English* (2nd ed.). Oxford University Press, 200 p. 5. **Kramsch, C.** (2009). *The Multilingual Subject: What Foreign Language Learners Say about Their Experience and Why It Matters*. Oxford University Press, 258 p.   **Professional Scientific Databases:**   1. **Scopus**: <https://www.scopus.com> 2. **ScienceDirect**: <https://www.sciencedirect.com> 3. **JSTOR**: <https://www.jstor.org> 4. **Wiley Online Library**: <https://onlinelibrary.wiley.com> 5. **Taylor & Francis Online**: <https://www.tandfonline.com> 6. **ERIC**: https://eric.ed.gov   **Internet Resources:**   1. **Multitran English-Russian Online Dictionary**: [www.multitran.com](http://www.multitran.com) 2. **LingvoLive Russian-English Dictionary**: www.lingvolive.com 3. **Oxford English Dictionary**: [www.oed.com](http://www.oed.com) 4. **Collins English Dictionary**: [www.collinsdictionary.com](http://www.collinsdictionary.com) 5. **The Guardian**: [www.theguardian.com](http://www.theguardian.com) 6. **BBC Learning English**: www.bbc.co.uk/learningenglish 7. **TED Talks**: www.ted.com/talks 8. **Oxford Learners’ Dictionaries**: [www.oxfordlearnersdictionaries.com](http://www.oxfordlearnersdictionaries.com) 9. **TeachingEnglish by British Council**: [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk) | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 e- mail asan.kanagat@alumni.nu.edu.kz*.*  **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** | **Points % content** |
| B- | 2.67 | | 75-79 | Attendance | 5 |
| C+ | 2.33 | | 70-74 | Work in practical classes | 25 |
| C | 2.0 | | 65-69 | Satisfactorily | Independent work | 20 |
| 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.** | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **A week** | **Topic name** | **Number of hours** | **Max.**  **ball** |
| **Module 1: Foundations of Professional Communication** | | | |
| **1** | **Week 1: Introduction to Academic and Professional English**  **Description**: Introduction to the course, expectations, and overview of the types of texts students will encounter in their fields. Focus on the characteristics of professional English in academic and professional contexts. Students will review key differences between general and professional English. | 3 | 8 |
| **2** | **Week 2: Writing Professional Emails and Correspondence**  **Description**: Practical exercises on writing formal emails, memos, and business correspondence. Emphasis on tone, formality, and structure appropriate for professional environments in International Relations, Law, and Economics. | 3 | 9 |
| **IWST 1**  Research the types of documents (e.g., reports, treaties, contracts) used in your field (International Relations, World Economy, Translation Studies, or Law) and write a one-page summary of their key features. | 1 |  |
| **3** | **Week 3: Reading Academic Texts in Your Field**  **Description**: Introduction to skimming, scanning, and critical reading strategies for research articles, policy briefs, and legal documents. Focus on extracting key arguments and evidence from professional texts in their fields. | 3 | 9 |
| **4** | **Week 4: Writing Research Papers and Reports**  **Description**: Focus on structuring professional reports and research papers. Students will practice writing introductions, literature reviews, and conclusions, using discipline-specific language for International Relations, Economics, and Law. | 3 | 9 |
| **5** | **Week 5: Understanding and Writing Legal Documents**  **Description**: Introduction to legal English. Focus on reading and writing contracts, treaties, and legal briefs. Emphasis on precision, clarity, and terminology commonly used in legal contexts. | 3 | 9 |
| **IWST 2.** Consultation on the implementation of IWS 1 | 1 |  |
| **IWS 1. Practice test 1-2** |  |  |
| **Module 2: Advanced Professional Skills and Vocabulary** | | | |
| **6** | **Week 6: Academic Vocabulary Development**  **Description**: Vocabulary-building exercises focusing on high-frequency academic and field-specific words. Use of glossaries, thesauruses, and academic vocabulary lists in law, economics, and international relations. | 3 | 9 |
| **IWST 3.** Consultations on the implementation of IWS 2 | 1 |  |
| **7** | **Week 7: Oral Presentations in a Professional Context**  **Description**: Practical exercises in preparing and delivering formal oral presentations, including using appropriate visual aids. Focus on presenting academic research, policy recommendations, or legal arguments effectively. | 3 | 10 |
| **IWS 2.** Midterm control assignments | 25 | 20 |
| **Midterm control 1** | | | **100** |
| **8** | **Week 8: Negotiation Skills and Diplomacy Language**  **Description**: Students will engage in role-playing scenarios simulating diplomatic negotiations or business discussions. Focus on the language of persuasion, negotiation tactics, and conflict resolution. | 3 | 7 |
| **IWST 4.** Consultations on the implementation of IWS 3 | 1 |  |
| **9** | **Week 9: Writing Policy Briefs and Executive Summaries**  **Description**: Practice writing concise, clear policy briefs and executive summaries that present complex information to a non-specialist audience. Emphasis on clarity and brevity. | 3 | 8 |
| **10** | **Week 10: Translation and Interpretation Skills for Professional Contexts**  **Description**: Practical translation exercises from English to students' native languages and vice versa, focusing on legal and professional documents. Emphasis on maintaining meaning, tone, and accuracy. | 3 | 8 |
| **Module 3: Critical Thinking and Cross-Cultural Communication** | | | |
| **11** | **Week 11: Cross-Cultural Communication and Professional Etiquette**  **Description**: Understanding the impact of culture on communication in international professional settings. Focus on the language and behavior expected in global business, diplomatic, and legal interactions. | 3 | 8 |
| **IWS 3. Assignment:** Practice Test 3-4 | 24 | 17 |
| **12** | **Week 12: Critical Thinking and Argumentation**  **Description**: Exercises on analyzing and critiquing arguments in professional texts. Students will practice writing well-structured arguments in response to academic articles and legal case studies. | 3 | 8 |
| **IWST 5.** Colloquium: week 1-10 | 1 |  |
| **13** | **Week 13: Writing and Editing for Clarity and Precision**  **Description**: Focus on revising and editing written work. Students will learn techniques for improving clarity, removing redundancy, and ensuring precision in professional documents. | 3 | 8 |
| **IWST 5.** Consultation on the implementation of IWS 4. | 1 |  |
| **14** | **Week 14: Peer Review and Feedback**  **Description**: Students will exchange written work (research papers, reports, or presentations) for peer review. Focus on providing and receiving constructive feedback using rubrics. | 3 | 8 |
| **15** | **Week 15: Final Presentations and Course Review**  **Description**: Students will give formal presentations based on a topic relevant to their field of study (e.g., a research proposal or legal case study). The course will conclude with a review of key lessons and a discussion of future learning objectives. | 3 | 8 |
| **IWS 4.** Conducting final term assessment | 25 | 20 |
| **Midterm control 2** | | | **100** |
| **Final control (exam)** | | | **100** |
| **TOTAL for course** | | | **100** |

**Dean of International Relations Faculty Delovarova L.F.**

**Chairperson of the Academic Committee on**

**Quality of Learning and Teaching Yerimpasheva A.T.**

**Head of Diplomatic Translation Department Murzagaliyeva M.K.**

**Senior Lecturer Assan K.A.**