**SYLLABUS**

**Fall semester 2024-2025 academic year**

**Educational program “6B02311 Translation in the sphere of international and legal relation”**

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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)** |
| **[97823]****Basic foreign language in the context of cross-cultural communication (B2)** | 4 | - | 6 |  | 6 | 6 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** |
| **Learning Format** | **Cycle,****component** | **Lecture** **types** | **Types** **of practical classes** | **Form and platform final control** |
| *Offline* | Basic course of elective component | - | discussion, problem-solving | Online TestingMoodle Platform |
| **Lecturer - (s)** | Smagulova A.S. |
| **e-mail :** | Smagulova.aigerm@gmail.com  |
| **Phone :** | 87011674373 |
| **Assistant - (s)** | - |
| **e-mail :** | - |
| **Phone :** | - |
| **ACADEMIC COURSE PRESENTATION** |
| **Purpose****of the course** | **Expected Learning Outcomes (LO) \***  | **Indicators of LO achievement (ID)** |
| to develop students' ability to apply lexical and grammatical structures in the cross-cultural context | 1. To understand professional terminology and abbreviations, structure of texts, titles, and explain main idea and themes of authentic texts related to professional activities; | 1.1 understands professional terminology and abbreviations structure of texts; |
| 1.2 explains the main idea and themes of authentic texts related to professional activities; |
| 2. To interpret professional texts including articles, international and legal documents; | 2.1 interpret professional texts using basic terminology; |
| 2.2 able to work efficiently with international documents; |
| 3. To apply skills and abilities to recognize professional terms and academic grammar structures in authentic texts;3. To apply skills and abilities to recognize professional terms and academic grammar structures in authentic texts; | 3.1 applies skills and abilities to recognize basic professional terms in authentic texts; |
| 3.2 able to use academic grammar structures in their speech; |
| 4. To develop skills in all aspects of speech activity: speaking, listening, reading and writing; | 4.1 develops speaking skills using professional terminology and academic grammar in given professional situations; |
| 4.2 develops listening skills to comprehend academic speech; |
| 4.3 develops writing skills necessary for business writing in cross-cultural communication; |
| 5. To produce language using vocabulary and grammar structures appropriate for the context of cross-cultural communication | 5.1 able to generate written speech on professional topics. |
| 5.2 able to discuss main professional issues, express their opinion and prove their points of view. |
| **Prerequisites** | Foreign Language (English) |
| **Postrequisites** | Theory and practice of translation and interpretation (first foreign language) |
| **Learning Resources** | **Literature:**1. Karipbayeva G.A., Makisheva M.K. English for Students of International Relations: educational manual, 100 p., 2020. <https://read.kz/book/show/3213.pdf> 2. Sarbayeva R.E., Makisheva M.K. Handbook for students of international relations and international law: educational manual, 156 p., 2017. <https://read.kz/book/handbook-for-students-of-international-relations-and-international-law-educational-manual-156-p> 3. Nurmukhankyzy D., Alipbayeva A.A**.** Professional English for lawyers: e-book/ D.Nurmukhankyzy, A.A.Alipbayeva. – Taldykorgan, 2019 - 145 p.4. English. TED Tasks: textbook. M: MGIMO University, 2019, p. 142.5. Mann M., Taylore-Knowles S. Destination: B1, B2 Grammar & Vocabulary. Macmillan, 2013, 255 p., 258 p.6. Clanfield, L. Global: Upper-Intermediate coursebook: textbook / Macmillan, 2013.7. Вorisenko I.I., Evtoushenko L.I. English in International Instruments. Moscow, 20158. Givental I.A. How to say it in English? Moscow, Flinta, Nauka, 2021.**Internet resources:**9. The UN official website: <https://www.un.org/en/> 10. TED Talks: <https://www.ted.com>11. CNN News: <https://edition.cnn.com>12. BBC News: <https://www.bbc.co.uk>13. English-Russian Online Dictionary: [www.multitran.com/](http://www.multitran.com/)14. English-Russian Online Dictionary: <https://www.lingvolive.com/en-us> 15. Collocation Online Dictionary: <http://www.ozdic.com> 16. Oxford Comprehensive Online Dictionary: <https://www.oxfordlearnersdictionaries.com/> 17. Cambridge Comprehensive Online Dictionary: <https://dictionary.cambridge.org>18. FutureLearn platform courses <https://www.futurelearn.com/> * Forensic psychology <https://www.futurelearn.com/courses/forensic-psychology>
* Introduction to criminology <https://www.futurelearn.com/courses/criminology-and-crime>

20. Coursera platform <https://www.coursera.org/>21. E-International Relations <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 e- mail a.alipbayeva@gmail.com or via video link in MS Teams Meeting ID: 471 903 392 468, Passcode: hpkDfr*.***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 | Activity at lecturesn | - |
| C+ | 2.33 | 70-74 | Work in practical classes | 30 |
| C | 2.0 | 65-69 | Satisfactorily | Independent work | 20 |
| C- | 1.67 | 60-64 | Design and creative activity | 10 |
| D+ | 1.33 | 55-59 |  |  |  |
| D | 1.0 | 50-54 |  |  |  |
| FX | 0,5 | 25-49 | Unsatisfactory | Final control (exam) | 40 |
| F | 0 | 0-24 |
| 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** |
| 1 | **PT1:**Alive and WellVocabulary:Predicate adjectiveGrammar: Auxiliaries future formsReading: How does your city make your feel alive?Speaking: Question about your family?Texts, grammatical and lexical exercises, listening discussions | 4 | 9 |
| 2 | **PT 2:**Right or wrongVocabulary:certainly or truthGrammar: Questions review Reading: No longer to ease by Chinua AchebeSpeaking: Deferent ways to say the Texts, grammatical and lexical exercises, listening discussions | 4 | 9 |
| **IWST1:**Land and sea | 1 |  |
| 3 | **PT-3:** Land and seaVocabulary: Natural word Grammar: Present perfect Reading: The Sacred balance by David SuzukiSpeaking: 19 century Cree Indian quotation storyTexts, grammatical and lexical exercises, listening discussions | 4 | 9 |
| 4 | **PT4:** Magic Mystery Vocabulary: Metaphor Grammar: Modal verbs Reading: magical places Speaking: the ConjurerTexts, grammatical and lexical exercises, listening discussions | 4 | 9 |
| 4 | **IWS1 Pair presentation** Magic Mystery | 27 | 17 |
| 5 | **PT-5:** Parents and ChildrenVocabulary: Parenthood Grammar: Adjective to describe tastes Reading: baby and Child care Texts, grammatical and lexical exercises, listening discussions | 4 | 9 |
| 5 | **IWST-2:** Parents Children Home reading | 1 |  |
| 6 | **PT 6:** Power Money Vocabulary: Adverb phrasesGrammar: The Passive voice Reading: Quote me that Texts, grammatical and lexical exercises, listening discussions | 4 | 9 |
|  | **IWST 3**: Reason  | 1 |  |
| 7 | **PT:** Rhyme Reason Vocabulary: Homophiles Grammar: So and such Reading: Three verses from The Golden gate by Vikram Seth Texts, grammatical and lexical exercises, listening discussions | 3 | 9 |
| 7 | **IWS2 Control test** | 30 | 20 |
| **РК 1 Midterm control test** |  | 100 |
| 8 | **PT-8:** Dreams Reality Vocabulary: Metaphor Grammar: Conditional structures Reading: The American dream Texts, grammatical and lexical exercises, listening discussions | 4 | 7 |
|  | **IWST4:** Dreams  | 1 |  |
| 9 | **PT:** Rise and Fall Vocabulary: Metaphor the mind Grammar: Word formation Reading: Higher and higher Texts, grammatical and lexical exercises, listening discussions | 4 | 8 |
|  | **IWS4 Home reading**  | 27 | 17 |
| 10 | **PT-10:**Tears and Laugher Vocabulary: Metaphor the strong emotion Grammar: defang and non-defining relative clauses Reading: Science  | 3 | 8 |
| 11 | **PT-11:**Eurika!Vocabulary: Great cities Grammar: Reported speech Reading: Great cities Texts, grammatical and lexical exercises, listening discussions | 4 | 8 |
| 11 | **IWST5:** Project presentation Science  | 1 |  |
| 12 | **PT-12:** I wish you wouldn’t Vocabulary: International relations terminologyGrammar: structures after wish Reading: An article for a magazineTexts, grammatical and lexical exercises, listening discussions | 4 | 8 |
| 13 |  **PT:**A test of honesty Vocabulary: business and advertising Grammar: clauses of contract and purpose: whatever, whenever Reading: A test of honestyTexts, grammatical and lexical exercises, listening discussions | 4 | 8 |
|  | **IWST6:**  Writing a short essay for a quote |  |  |
| 14 | **PT-14:** Tingo | 4 | 8 |
| 15 | **PT-15:** The story behind the words Vocabulary: prefixes Grammar: relative clauses Reading: TV phrase verbs Texts, grammatical and lexical exercises, listening discussions | 4 | 8 |
| **IWS-4**: Conducting final term assessment  | 30 | 20 |
|  | **Control 2** |  | 100 |
|  | **Final control exam** |  | 100 |
|  | **Total for course**  |  | 100 |

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

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

**Chair of the Academic Committee**

**on the Quality of Teaching and Learning\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Yerimpasheva A.T.**

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

**THE RUBRICATOR OF SUMMATIVE ASSESSMENT OF IWS IN THE FORM OF A PRESENTATION (25% of 100% MC)**

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| **Criteria**   | **«Excellent»**  25-30%  | **«Good»**  20-20%  | **«Satisfactory»**  15-20%  | **«Unsatisfactory»**  0 – 15%  |
| Clarity of the purpose and objectives of the presentation | The purpose and objectives are clearly articulated, easily understood by all audience members, and leave no room for doubt. | The purpose and objectives are stated but may be somewhat vague or not entirely clear. | The purpose and objectives are unclear, making it difficult to grasp the main intention. | There is no clear statement of the purpose and objectives of the presentation. |
| Lexical and grammar competence  | Relevant lexical and grammatical structures are actively and accurately used throughout the presentation. | Relevant lexical and grammatical structures are used, but there are some errors that affect clarity. | A few relevant lexical and grammatical structures are used, with multiple errors that hinder understanding. | No relevant lexical or grammatical structures are used, resulting in numerous errors that obscure meaning. |
| Analysis skills and presentation of main ideas  | In-depth analysis of key ideas, detailed presentation with additional insights, and effective use of visual aids (e.g., charts, graphs, images). | Good analysis with key aspects presented, though lacking in detail or specific examples. Some visual aids are used. | Limited analysis of key ideas with fragmentary information presented. Few visual aids are included. | Lack of analysis; the presentation is superficial and difficult to follow. Primarily consists of text without visual aids. |
| Relevance and accuracy of the information provided | All information presented is complete, accurate, relevant, and fully aligned with the topic. | Information is generally accurate but contains minor gaps or inaccuracies. Partially relevant to the topic. | Significant omissions or inaccuracies are present in the information, with most content being irrelevant. | Information is fragmented and does not meet assignment requirements. Lacks relevance to the topic. |
| Public speaking skills  | Confident and professional delivery, excellent use of voice, gestures, and engagement with the audience. Clear diction and pronunciation. | Effective speaking, though some improvement is needed in communication skills. Good diction with occasional phonetic errors. | Major improvements are needed in public speaking skills. Poor diction and pronunciation with numerous errors. | Delivery is ineffective, making it difficult for the audience to understand and engage. |
| Critical thinking skills and own judgement  | The presentation includes deep and original conclusions, demonstrating strong critical thinking. | Main conclusions and critical thinking are evident but could be further developed. | Conclusions are present but limited; critical thinking skills are underdeveloped. | There are no original conclusions or recommendations provided. |