

**SYLLABUS**  
 Fall semester/spring semester 2024-2025  
 Educational program "6B05101-Biological Engineering"

ID and name of the discipline	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 course (PC)	Lab. classes (LC)		
50 – Foreign language	4	-	5	-	5	6

**ACADEMIC INFORMATION ABOUT THE COURSE**

Learning Format	Cycle, module component	Lecture types	Types of practical course	Form and platform of final assessment
Offline	General education discipline, M-2 Instrumental module compulsory component	-	Conversation practice sessions, listening and comprehension workshops, grammar and writing workshops, reading comprehension sessions, presentation skills classes, vocabulary development workshops, language lab sessions, cultural immersion, and real-life communication practices.	<ul style="list-style-type: none"> <li>The final control for this ESL course will be conducted in the form of a <b>comprehensive test</b>. The test is designed to assess students' ability in English, focusing on skills essential for academic success and effective communication.</li> <li><b>Online assessment - Univer system platform</b></li> </ul>
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**ACADEMIC PRESENTATION OF THE DISCIPLINE**

Purpose of the course	Expected Learning Outcomes (LO) *	Indicators of LO achievement (AI)
The purpose of this EFL course is to equip university first-year advanced level students with the English language skills necessary for academic success and professional development. The course focuses on improving students' ability in speaking, listening, reading, and writing in English.	<ol style="list-style-type: none"> <li><b>1. Listening.</b> Understands the main ideas and specific details of complex and extended educational texts or spoken statements, using knowledge and understanding of advanced lexical and grammatical and pragmatic language systems.</li> <li><b>2. Speaking.</b> Actively takes part in complex speech situations, engaging in fluent and spontaneous communication on a wide range of topics, and expresses ideas and viewpoints with minimal hesitation.</li> <li><b>3. Reading.</b> Understands both adapted and authentic texts, including academic articles, in-depth reports, and literary works, demonstrating an ability to critically analyze and infer implicit meanings.</li> <li><b>4. Writing.</b> Produces well-structured essays, formal and informal letters, reports, and detailed articles, conveying clear arguments and supporting them with relevant information.</li> <li><b>5. Vocabulary and Grammar.</b> Has mastery of advanced grammar structures and an extensive vocabulary, enabling nuanced and sophisticated communication across a variety of contexts.</li> </ol>	AI 1.1: Accurately identifies the main arguments and supporting details in complex lectures, presentations, or discussions without frequent need for repetition. AI 1.2: Demonstrates understanding of idiomatic expressions, colloquialisms, and implied meanings in advanced listening contexts (e.g., interviews, academic talks).
		AI 2.1: Engages in extended discussions on abstract, complex, or unfamiliar topics, maintaining coherence and fluency with minimal pauses. AI 2.2: Adjusts speech appropriately for formal and informal contexts, using accurate register, vocabulary, and advanced grammar structures. AI 3.1: Comprehends detailed information in academic articles, research papers, and literary works, including implicit arguments and sophisticated vocabulary. AI 3.2: Critically analyzes texts, identifies underlying themes, and makes inferences based on context and cultural references.
		AI 4.1: Produces clear, coherent, and well-



		<p>organized texts, such as essays or reports, with appropriate use of advanced linking words and argument structures.</p> <p>AI 4.2: Demonstrates control of complex grammatical structures and advanced vocabulary in written assignments, avoiding frequent errors.</p>
		<p>AI 5.1: Uses a broad range of advanced vocabulary and idiomatic expressions with precision, tailoring word choice to context and purpose.</p> <p>AI 5.2: Applies advanced grammatical rules consistently and accurately, with few errors even in complex sentence structures.</p>
<b>Prerequisites</b>	<p>Successful completion of a B2, C1 English course; ability to understand complex texts, including literature, articles, and academic papers; capability to write clear, detailed texts on a wide range of subjects, including essays and reports; ability to understand spoken English in various contexts, including lectures, discussions, and presentations; proficiency in discussing complex ideas fluently and spontaneously in conversations and formal settings; knowledge of advanced vocabulary and expressions commonly used in academic contexts; ability to analyze, evaluate, and synthesize information from various sources.</p>	
<b>Postrequisites</b>	<p>Postrequisites for a lexical approach in language learning include advanced vocabulary acquisition through exposure to authentic texts and contexts, the ability to recognize and use collocations, idioms, and phrases effectively in both speaking and writing, and the development of fluency in real-life communication situations. Learners should also understand the appropriate use of language in different contexts, integrating vocabulary knowledge across reading, writing, listening, and speaking activities. Additionally, the ability to reflect on language use and identify areas for further lexical development is important, alongside ongoing engagement with a variety of texts, such as literature and articles, to reinforce lexical knowledge.</p>	
<b>Learning Resources</b>	<p><b>Literature:</b></p> <p>Main learning resources:</p> <ol style="list-style-type: none"> <li>1. "Outcomes. Advanced. 2<sup>nd</sup> edition" (2017) by Hugh Dellar and Andrew Walkley.</li> </ol> <p>Additional learning resources</p> <ol style="list-style-type: none"> <li>1. "Cambridge English for Scientists" (2011) by Armer Tamzen</li> <li>2. "English Grammar in Use: Advanced"(2019) by Martin Hewings</li> </ol> <p><b>Internet resources</b></p> <p>BBC Learning English - Advanced Section (<a href="https://www.bbc.co.uk/learningenglish/english/course/advanced">https://www.bbc.co.uk/learningenglish/english/course/advanced</a>)</p> <p>Cambridge English - Advanced Learning Resources (<a href="https://www.cambridgeenglish.org/learning-english/">https://www.cambridgeenglish.org/learning-english/</a>)</p> <p>British Council - Learn English (<a href="https://learnenglish.britishcouncil.org/">https://learnenglish.britishcouncil.org/</a>)</p> <p>Coursera - English for Career Development (<a href="https://www.coursera.org/learn/english-for-career-development">https://www.coursera.org/learn/english-for-career-development</a>)</p> <p>TED Talks (<a href="https://www.ted.com/talks">https://www.ted.com/talks</a>)</p> <p>Purdue Online Writing Lab (OWL) (<a href="https://owl.purdue.edu/owl/purdue_owl.html">https://owl.purdue.edu/owl/purdue_owl.html</a>)</p> <p>News in Levels (<a href="https://www.newsinlevels.com/">https://www.newsinlevels.com/</a>)</p>	



**Academic course policy**

The academic policy for this course is guided by the Academic Policy and the Policy of Academic Integrity of al-Farabi Kazakh National University. Relevant documents can be found on the main page of IS Univer.

**Integration of science and education:** The research activities of students, undergraduates, and doctoral candidates enhance the educational process. These activities are organized within the university's departments, laboratories, and scientific design units, as well as through student scientific and technical associations. Independent study at all educational levels focuses on developing research skills and competencies by acquiring new knowledge using modern research and information technologies. Faculty members at research universities incorporate their scientific findings into lectures, seminars (practical classes), laboratory sessions, and the assignments for independent work, as reflected in the syllabus, ensuring that the topics are relevant to the curriculum.

**Attendance:** The deadlines for all assignments are outlined in the course calendar. Failure to meet these deadlines will result in a loss of points.

**Academic integrity:** Practical and laboratory classes, as well as independent work assignments, are designed to foster student independence, critical thinking, and creativity. Any form of plagiarism, forgery, use of cheat sheets, or cheating during any phase of the tasks is strictly prohibited. Adherence to academic integrity during theoretical training and examinations, in addition to the main policies, is governed by the "Rules for Final Assessment," "Guidelines for Final Assessment of the Current Academic Year," and "Regulations on Checking Students' Written Works for Plagiarism." These documents are available on the main page of IS Univer.

**Basic principles of inclusive education:** The university's educational environment is designed to be a safe space that promotes support and equal treatment from teachers to all students and among peers, regardless of gender, race, ethnicity, religious beliefs, socioeconomic status, or physical health. All individuals benefit from peer support and friendship. Student progress focuses on their capabilities rather than limitations, with diversity enriching all aspects of university life.

All students, especially those with disabilities, can access counseling support via phone +77759599862, email januzakovaaa@gmail.com, or video link through MS Teams <https://teams.live.com/j/invite/FEArsc8BLxKtZQviQE>

Integration of MOOCs (Massive Open Online Courses): If MOOCs are integrated into the course, all students must register for them. It is essential to adhere to the deadlines for completing MOOC modules according to the course schedule.

IMPORTANT: Each assignment deadline is specified in the course calendar and in the MOOC. Failing to meet these deadlines will lead to a reduction in points.

**INFORMATION ON TEACHING, LEARNING AND ASSESSMENT**

Point-rating letter grading system for assessing academic achievements				Assessment methods															
Grade	Grade point average	Points, % content	Assessment according to the traditional system	<p>Criteria-based assessment involves comparing actual learning outcomes with anticipated ones based on clearly defined criteria, utilizing both formative and summative assessments.</p> <p>Formative assessment is conducted throughout daily learning activities, serving as a real-time measure of progress. It fosters an interactive relationship between students and teachers, enabling the identification of student capabilities and challenges. This type of assessment aids in achieving optimal results and allows teachers to make timely adjustments to the educational process. Student performance in various tasks and classroom activities—such as lectures, seminars, practical exercises (including discussions, quizzes, debates, round tables, and laboratory work)—is evaluated, along with the knowledge and competencies acquired.</p> <p>Summative assessment, on the other hand, occurs at the end of a study section in accordance with the course program and is conducted four times each semester during independent work sessions (IWS). This type of assessment evaluates the mastery of expected learning outcomes against established descriptors, allowing for the determination and documentation of the student's understanding of the course material over a specific period.</p> <table border="1"> <thead> <tr> <th>Formative and summative assessment</th> <th>Points % content</th> </tr> </thead> <tbody> <tr> <td>Participation in seminars</td> <td>10</td> </tr> <tr> <td>Individual work/Homework assignments</td> <td>10</td> </tr> <tr> <td>SIW</td> <td>20</td> </tr> <tr> <td>Midterm tests</td> <td>20</td> </tr> <tr> <td>Final exam</td> <td>40</td> </tr> <tr> <td>TOTAL</td> <td>100</td> </tr> </tbody> </table>		Formative and summative assessment	Points % content	Participation in seminars	10	Individual work/Homework assignments	10	SIW	20	Midterm tests	20	Final exam	40	TOTAL	100
Formative and summative assessment	Points % content																		
Participation in seminars	10																		
Individual work/Homework assignments	10																		
SIW	20																		
Midterm tests	20																		
Final exam	40																		
TOTAL	100																		
A	4.0	95-100	Excellent																
A-	3.67	90-94	Good																
B+	3.33	85-89																	
B	3.0	80-84	Satisfactory																
B-	2.67	75-79																	
C+	2.33	70-74																	
C	2.0	65-69																	
C-	1.67	60-64																	
D+	1.33	55-59																	
D	1.0	50-54	Unsatisfactory																
FX	0,5	25-49																	
F	0	0-24																	



## Calendar (schedule) of the course

Week	Topic	Number of hours	Maximum grade
<b>Module 1 – Culture and Identity</b>			
1	<b>Topic: Introduction and Course Overview</b> Introduction to the course, setting learning goals, and overview of the textbook. Skills: Self-assessment, goal setting, basic conversation. Assessment: Diagnostic test.	3	2
2	<b>Topic: Cities</b> Grammar: Perfect forms Vocabulary: city life Reading: urban renewal Listening: Talking about cities Developing conversation: reinforcing and exemplifying a point ISWT #1. Consultations on the implementation of SIW #1 Presentation <b>Homework:</b> revise and practice vocabulary, perfect forms p. 166, watch videos <a href="https://www.youtube.com/watch?v=fKnAJCSGSdk">https://www.youtube.com/watch?v=fKnAJCSGSdk</a> , <a href="https://www.youtube.com/watch?v=Wai4ub90stQ&amp;t=398s">https://www.youtube.com/watch?v=Wai4ub90stQ&amp;t=398s</a>	3	5
3	<b>Topic: Relationships</b> Grammar: would Vocabulary: describing people, relationships, phrasal verbs Reading: From Cupid to computer Listening: Talking about people Developing conversation: giving your impressions ISW #1: Find the information on the following once run-down American cities are being regenerated: Detroit, Cleveland, Baltimore (presentation) <b>Homework:</b> Review p. 23	3	3
4	<b>Topic: Culture and Identity – Things are different there</b> Developing conversations: challenging overgeneralizations Listening: talking about diverse cultures Grammar: cleft sentences Vocabulary: society and culture/words and phrases/household objects Reading: Foreign objects <b>Homework:</b> WB p. 16 (1-2) p. 17 (10-11)	3	3
5	<b>Topic: Culture and Identity – A United Kingdom?</b> Listening: A young man called Toby Vocabulary: words and phrases ISWT #2. Consultations on the implementation of ISW #2 Describing visual data Homework: watch Ted Talk videos 1) <a href="https://www.youtube.com/watch?v=L8YJtvHGeUU">https://www.youtube.com/watch?v=L8YJtvHGeUU</a> complete – <i>Less staff, more happiness</i> ; 2) <a href="https://www.youtube.com/watch?v=FPHHtm8On8">https://www.youtube.com/watch?v=FPHHtm8On8</a> – <i>Who am I? Think again</i> / Answer the follow-up questions and be prepared to discuss them in the next class.		2
			3
<b>Module 2 -Social issues</b>			
6	<b>Topic: Politics – I don't know where I stand</b> Developing conversations: Giving opinions Listening: What's your opinion? / Grammar: Conditionals 1 Vocabulary: consequences, ways of verb groups/elections and politics Reading: Symbol of democracy is a joke ISW #2: Write a description of the main trends illustrated in the chart and graph. Use between 150 and 200 words. p. 151 Homework: WB, VB		3
			20
			2
7	ISWT #3. Midterm test counseling <b>Midterm test</b>		25
	<b>Topic: Politics – Cast your vote</b> Reading: <i>The electoral system Swiss style</i> Listening: Different types of votes Writing: Building an argument Homework: Watch Ted Ed video: <a href="https://www.youtube.com/watch?v=8yOoOL9PC-o">https://www.youtube.com/watch?v=8yOoOL9PC-o</a> .	1 2	3
			2
<b>Interim Assessment I</b>			100



	<b>Topic: Going out, staying in</b> Grammar: noun phrases Vocabulary: nights out/noun+ of, describing books Reading: Don't be a sheep! Listening: talking about nights out/book clubs Developing conversation: commenting on what is said Homework: revise and practice new vocabulary, WB, make a list of books that you want to read with your groupmates, justify why its worth to read it.	3	3
9	<b>Conflict and resolution – Clear the air.</b> Vocabulary: arguments and discussions, conflict and resolution Listening: Resolving arguments Developing conversation: defending and excusing Grammar: <i>wish</i> and <i>if only</i> Reading: Peace to defeat war yet again? ISWT #4. Consultations on the implementation of ISW #3 Choosing topic for debate Homework: WB, Vocabulary Builder, video	3	3
10	<b>Topic: Conflict and resolution – A war of words</b> Vocabulary: extended metaphors Listening: News stories Video: The Braille Hubble Review ISW #3: Debates on the chosen topic Homework: WB, Vocabulary Builder, video	3	3
<b>Module 3 – Science issues</b>			
11	<b>Topic: Science and Research – It's a slippery slope</b> Vocabulary: Talking about science/forming nouns and adjectives Listening: discussing science stories Developing conversation: expressing surprise and disbelief Reading: <i>Godzilla – all roar and no bite</i> ISWT #5. Consultations on the implementation of ISW #4 Describing processes Homework: WB	3	3
12	<b>Topic: Science and Research – Vital statistics</b> Vocabulary: statistics Listening: the importance of statistics Grammar: passives ISW #4 Write a description of the given process. Use between 150 and 200 words. Homework: WB /VB; watch the video: 1) <a href="https://www.youtube.com/watch?v=rXepkIWPhFQ">https://www.youtube.com/watch?v=rXepkIWPhFQ</a> – How to make filthy water drinkable 2) <a href="https://www.youtube.com/watch?v=DjUkUqEDvgw">https://www.youtube.com/watch?v=DjUkUqEDvgw</a> – How we can eat our landscape	3	3
13	<b>Topic: Nature and Nurture – Absolutely breathtaking</b> Vocabulary: Describing scenery/Communicating/ Listening: Holiday photos/Language and gender Grammar: auxiliaries Developing conversation: Emphatic tags Homework: WB	3	3
14	<b>Topic: Nature and Nurture – The Animal Kingdom</b> Vocabulary: animals/compounds adjectives Reading: Unusual animals Video: Baby math page Review ISWT #6. Midterm test counseling Homework: Revise and review vocabulary	3	3
15	<b>Reviewing and revising</b> Test #2 Homework: finish reading the book, write a review 300-450 words	2 1	- 25
<b>Interim Assessment 2</b>			100
<b>Final assessment (exam)</b>			100
<b>Overall grade for the course</b>			100



Week	Topic	Number of hours	Maximum grade
<b>Module 1 – Lifestyle issues</b>			
1	<b>Topic: Work 1 – Show you the ropes</b> Vocabulary: Roles and Tasks / adverb-adjective collocations Listening: First day at work Developing conversations: making deductions Grammar: Continuous forms Conversation practice: video Reading: The living dead (extract from the book) Homework: WB pp. 52-54	3	3
2	<b>Topic: Work 2 – Working conditions</b> Vocabulary: the world of work Reading: Fact File Listening: News stories about work Speaking: which job is for me? ISWT #1. Consultations on the implementation of IWS #1/ Writing a cover letter Homework: WB, VB	3	2 3
3	<b>Topic: Health and Illness issues 1 – Under the knife</b> Vocabulary: operations/mind and body Listening: surgical procedures Developing conversations: vague language Reading: East meets west IWS #1: Cover letter Homework: WB, VB	3	2 3
4	<b>Topic: Health and Illness issues 2 – Bedside manner</b> Listening: doctors' experiences Vocabulary: nouns based on phrasal verbs Grammar: modal auxiliaries Video: The cat who ate needles ISWT #2. Consultations on the implementation of IWS #2/ Writing a magazine article Homework: Review; dubbing the video	3	2 3
5	<b>Topic: Play</b> Grammar: linking words and phrases Vocabulary: sports and events / talking about gaming/alliteration Reading: Play to play! Listening: talking about sport / word games and wordplay Developing conversations: irony and humor IWS #2: Magazine article Homework: WB, VB choose a game to research and write about, present the game in the class	3	2 3
<b>Module 2 - Business issues</b>			
6	<b>Topic: History</b> Grammar: dramatic inversion Vocabulary: personal histories / similes / historical events / discussing arguments and theories Reading: History mysteries Listening: A remarkable life / The impact of WW2 Developing conversations: contextualized questions Homework: WB, VB; video The sword Excalibur	3	3
7	ISWT #3. Midterm test counseling <b>Midterm test</b>		2
	<b>Topic: News and the media – In the headlines</b> Vocabulary: Newspaper headlines / common sayings Listening: talking about the news Developing conversations: rhetorical questions and common opinions Reading: Paps – they're not so bad Homework: Reading and discussion	1 2	20 3
<b>Interim Assessment #1</b>			2
8	<b>Topic: News and the media – On the hour, every hour</b> Listening: radio news bulletin	3	100 3



	Grammar: Patterns after reporting verbs		
	Homework: Reading and discussion		2
9	<b>Topic: Business and economics – Business matters</b>		3
	Vocabulary: How's business?	3	3
	Listening: Making small talk		
	Developing conversations: small talk		
	<b>ISWT #4. Consultations on the implementation of ISW #3 Applying for funding</b>		
	Homework: WB, Vocabulary Builder, video		2
10	<b>Topic: Business and economics – Any other business?</b>		3
	Reading: Jailing of Icelandic bankers shows need to put people first	3	3
	Grammar: relative clause		
	Vocabulary: Loanwords /business situations		
	Video: Counterfeit strategy		
	ISW #3: Write an email of at least 200 words requesting funding.		20
	Homework: Review p. 131/video dubbing		2
<b>Module 3 - Trends</b>			
11	<b>Topic: Trends – In style</b>	3	3
	Vocabulary: Style and fashion / snowclones		
	Listening: talking about clothes and style		
	Developing conversations: backtracking and correcting		
	Reading: All things must pass		
	Grammar: prepositions		
	<b>ISWT #5. Consultations on the implementation of ISW #4 Giving information</b>		
	Homework: WB, VB, video dubbing – The devil wears Prada		2
12	<b>Topic: Trends – Model behavior</b>	3	3
	Listening: the fashion industry and body image		
	Developing conversations: defining yourself		
	Vocabulary: verb forms and word families		
	SIW #4 Giving information		20
	Homework: Find an ad for a product that uses a model, present the ad, and whether the model is being objectified and presented positively or not		2
13	<b>Topic: Danger and risk – Accident-prone</b>	3	3
	Vocabulary: Accidents and injuries / laws and regulations		
	Listening: talking about accidents and injuries		
	Developing conversations: interjections		
	Reading: Compensation culture		
	Homework: WB		2
14	<b>Topic: Danger and risk – Ignore at your peril</b>	2	3
	Listening: internet risks and problems		
	Vocabulary: synonyms		
	Grammar: talking about the future		
	Video Long neck women		
	ISWT #6. Control test counseling		
	Homework: WB		2
15	<b>Reviewing and revising</b>		3
	Test #2	1	25
<b>Interim assessment #2</b>			100
<b>Final assessment</b>			100
<b>Overall grade</b>			100



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

Chair of the Academic Committee on Learning and Teaching Quality \_\_\_\_\_ Zh. A. Sarsenbay

Acting Head of the Department \_\_\_\_\_ D. D. Dosmagambetova

Lecturer \_\_\_\_\_ A. D. Januzakova



**RUBRIC FOR SUMMATIVE ASSESSMENT  
CRITERIA FOR EVALUATING LEARNING OUTCOMES**

SIW #1: Presentation on regenerating American cities.

Criterion	"Excellent"	"Good"	"Satisfactory"	"Unsatisfactory"	Maximum grade
<b>Vocabulary</b>	Demonstrates a wide range of precise and sophisticated vocabulary relevant to urban regeneration. Vocabulary enhances the presentation.	Shows a good range of relevant vocabulary, with occasional advanced terms. Generally appropriate and adds to the presentation.	Uses a basic range of vocabulary, somewhat relevant but lacks precision or variety. May hinder clarity.	Limited vocabulary with frequent repetition or inappropriate choices. Vocabulary usage detracts from the presentation.	3
<b>Grammar</b>	Consistently accurate with complex structures and minimal errors. Errors do not impede understanding.	Generally accurate with some complex structures. Errors present but do not significantly affect understanding.	Basic structures with occasional errors that may cause confusion. Limited complexity in sentences.	Frequent errors and simple structures that impede understanding. Errors significantly affect clarity.	3
<b>Fluency</b>	Fluent with natural rhythm and pace. Speech is smooth, coherent, and easy to follow, with minimal hesitation.	Good fluency with occasional pauses or slight hesitations. Speech is generally clear and coherent.	Some fluency with noticeable pauses or hesitations. Speech may be uneven or sometimes difficult to follow.	Lacks fluency with frequent pauses and hesitations. Speech is often hard to follow.	2
<b>Content and relevance</b>	Provides thorough, relevant, and insightful analysis with well-researched information. Demonstrates deep understanding.	Presents relevant information with a good level of detail. Shows a solid understanding of the topic.	Covers basic information relevant to the topic but may lack depth or detail. Understanding is superficial.	Provides insufficient or irrelevant information. Shows poor understanding of the topic.	3
<b>Organization and structure</b>	Exceptionally well-organized with a clear structure, logical flow, and smooth transitions.	Generally well-organized with a clear structure and mostly logical flow. Transitions are generally smooth.	Organization is apparent but somewhat disjointed. Structure may be unclear or uneven with some awkward transitions.	Lacks clear organization and structure. Information is disjointed with poor transitions and logical flow.	3
<b>Visual aids and engagement</b>	Uses visual aids effectively to enhance understanding and engagement. Visuals are clear, professional, and support the content.	Uses visual aids well with minor issues in clarity or relevance. Visuals generally support the content and engage the audience.	Uses visual aids with some effectiveness. Visuals may lack clarity or relevance and only partially engage the audience.	Visual aids are poorly used or missing. Visuals are unclear or irrelevant and do not engage the audience.	2
<b>Pronunciation and intonation</b>	Pronunciation is clear and accurate with appropriate intonation. Speech is easily understood and expressive.	Pronunciation is generally clear with appropriate intonation. Minor issues may affect understanding but are not significant.	Pronunciation and intonation are inconsistent, affecting understanding. Intonation may be flat or inappropriate.	Pronunciation is unclear with frequent errors, and intonation is poor. Speech is difficult to understand.	2
<b>Interaction and response</b>	Responds to questions with confidence and thoroughness. Engages effectively with the audience and handles interaction smoothly.	Responds to questions adequately with some confidence. Interaction with the audience is generally effective.	Responds to questions with basic answers. Interaction with the audience is somewhat effective but may lack confidence or depth.	Struggles to respond to questions or engage with the audience. Interaction is ineffective or absent.	2
<b>Overall grade</b>					/20



SIW #2 Describing trends in charts and graphs

Criterion	"Excellent"	"Good"	"Satisfactory"	"Unsatisfactory"	Maximum grade
<b>Grammar</b>	Demonstrates flawless grammar with complex sentence structures and minimal errors (1-2). Errors, if any, do not impede understanding. Exhibits a wide range of precise and sophisticated vocabulary relevant to describing trends. Vocabulary enhances the description and adds depth.	Generally accurate grammar with some complex structures. Errors (3-4) are minor and do not significantly affect understanding. Shows a good range of relevant vocabulary, with occasional use of advanced terms. Vocabulary is generally appropriate and supports the description.	Uses basic grammar with occasional errors that may cause confusion. Sentence structures are often simple.	Frequent grammatical errors and simple structures that impede understanding. Errors significantly affect clarity.	4
<b>Vocabulary</b>	Provides a thorough and insightful analysis of the trends. Accurately describes key trends and patterns with well-supported details.	Offers a clear and relevant analysis of the trends. Describes key trends and patterns with good detail.	Uses basic vocabulary relevant to the task but lacks variety or precision. Some word choices may not be fully appropriate or clear.	Limited vocabulary with frequent repetition or inappropriate choices. Vocabulary usage does not support or detracts from the description.	4
<b>Content and Relevance</b>	Presents information in a well-organized and logical manner. Ideas flow seamlessly with clear and effective transitions. Information is presented clearly and precisely. Descriptions are accurate, with no ambiguity or vagueness.	Generally well-organized with a logical flow. Transitions are mostly smooth, with minor issues. Information is mostly clear and precise. Minor ambiguities or lack of detail may be present but do not impede overall understanding.	Provides a basic description of the trends. Analysis may be superficial or lack depth in describing key patterns.	Description is incomplete or inaccurate. Key trends and patterns are poorly described or missed.	4
<b>Organization and Coherence</b>	Information is presented in a well-organized and logical manner. Ideas flow seamlessly with clear and effective transitions. Information is presented clearly and precisely. Descriptions are accurate, with no ambiguity or vagueness.	Generally well-organized with a logical flow. Transitions are mostly smooth, with minor issues. Information is mostly clear and precise. Minor ambiguities or lack of detail may be present but do not impede overall understanding.	Some organization is apparent but may be disjointed. Transitions between ideas may be unclear or awkward.	Lacks clear organization and logical flow. Ideas are disjointed with poor or absent transitions.	3
<b>Clarity and Precision</b>	Information is presented clearly and precisely. Descriptions are accurate, with no ambiguity or vagueness.	Information is mostly clear and precise. Minor ambiguities or lack of detail may be present but do not impede overall understanding.	Information is somewhat clear but may contain ambiguities or vagueness. Some details may be missing or unclear.	Information is unclear or vague. Descriptions are often ambiguous and fail to accurately convey trends.	3
<b>Length and Completeness</b>	Description is within the 150-200-word limit and fully covers the process.	Description is within the word limit and covers most aspects of the process.	Description is within the word limit but may be incomplete or lack detail in some areas.	Description is outside the word limit or significantly incomplete.	2
<b>Overall grade</b>					20



SIW #3 Debate

Criterion	"Excellent"	"Good"	"Satisfactory"	"Unsatisfactory"	Maximum grade
<b>Argumentation</b>	Arguments are well-developed, insightful, and supported with strong evidence. Demonstrates a thorough understanding of the topic and addresses counterarguments effectively.	Arguments are clear and well-supported with evidence. Shows good understanding of the topic and addresses some counterarguments.	Arguments are basic and may lack depth. Evidence is used but may be insufficient. Limited address of counterarguments.	Arguments are weak or poorly supported. Little to no evidence provided. Fails to address counterarguments.	6
<b>Language Use (Grammar and Vocabulary)</b>	Uses a wide range of precise vocabulary and complex grammatical structures. Errors are minimal and do not impede understanding.	Good range of vocabulary and grammatical structures. Minor errors present but do not significantly affect understanding.	Basic vocabulary and grammar with some errors. Errors may cause occasional confusion. Limited use of complex structures.	Limited vocabulary and frequent grammatical errors. Errors frequently impede understanding.	5
<b>Clarity and Coherence</b>	Speech is exceptionally clear and coherent. Ideas are well-organized with logical progression and effective transitions.	Speech is clear and mostly coherent. Ideas are organized with some logical progression and transitions.	Somewhat clear but may be occasionally disjointed. Organization and transitions may be weak or inconsistent.	Lacks clarity and coherence. Ideas are disjointed with poor organization and transitions.	4
<b>Persuasiveness</b>	Highly persuasive and engaging. Uses rhetorical techniques effectively to convince the audience. Demonstrates strong confidence and command over the topic.	Generally persuasive with effective use of rhetorical techniques. Shows confidence and good command over the topic.	Somewhat persuasive but may lack effective rhetorical techniques. Confidence and command over the topic may be inconsistent.	Not persuasive; lacks effective rhetorical techniques. Shows little confidence or command over the topic.	3
<b>Engagement and Interaction</b>	Actively engages with the audience and opponents. Responds effectively to questions and counterarguments. Demonstrates strong interaction skills.	Engages with the audience and opponents. Responds to questions and counterarguments with some effectiveness.	Limited engagement with the audience and opponents. Responses to questions and counterarguments may be basic or inconsistent.	Minimal engagement with the audience and opponents. Struggles to respond to questions and counterarguments.	2
<b>Overall grade</b>					<b>20</b>



SIW #4 Rubric for Describing a Given Process

Criterion	"Excellent"	"Good"	"Satisfactory"	"Unsatisfactory"	Maximum grade
<b>Content and Accuracy</b>	Provides a thorough, accurate, and detailed description of the process. All key steps are covered and clearly explained.	Describes the process accurately with most key steps covered. Some details may be missing or less detailed.	Basic description of the process with some key steps covered. Some details may be missing or unclear	Inaccurate or incomplete description of the process. Key steps are missing or poorly explained.	6
<b>Organization and Structure</b>	Exceptionally well-organized with a clear, logical sequence. Ideas are presented in a coherent manner with smooth transitions.	Well-organized with a logical sequence. Ideas are mostly coherent with some smooth transitions.	Some organization is apparent, but the sequence may be unclear or disjointed. Transitions may be awkward.	Lacks clear organization and logical sequence. Ideas are disjointed with poor or absent transitions.	5
<b>Grammar and Vocabulary</b>	Uses a wide range of precise vocabulary and complex grammatical structures. Errors are minimal and do not impede understanding.	Good range of vocabulary and grammatical structures. Minor errors are present but do not significantly affect understanding.	Basic vocabulary and grammar with some errors. Errors may occasionally cause confusion. Limited use of complex structures.	Limited vocabulary and frequent grammatical errors. Errors frequently impede understanding.	4
<b>Clarity and Precision</b>	Information is presented clearly and precisely with no ambiguity. The description is easy to follow and understand.	Information is mostly clear and precise. Minor ambiguities or lack of detail may be present but do not impede overall understanding.	Information is somewhat clear but may contain ambiguities or vagueness. Some details may be missing or unclear.	Information is unclear or vague. Description is often ambiguous and fails to accurately convey the process.	3
<b>Length and Completeness</b>	Description is within the 150-200-word limit and fully covers the process.	Description is within the word limit and covers most aspects of the process.	Description is within the word limit but may be incomplete or lack detail in some areas.	Description is outside the word limit or significantly incomplete.	2
<b>Overall grade</b>					<b>20</b>



Rubric for midterm test #1, #2 assessment

Section	Criterion	“Excellent”	“Good”	“Satisfactory”	“Unsatisfactory”
Grammar (10 points)	Accuracy and Appropriateness	All sentences are completed correctly and appropriately.	1-2 sentences have minor errors, but meaning is clear.	3-4 sentences have significant errors, affecting clarity.	5-6 or more sentences are incorrect, affecting comprehension.
	Grammar and Context	All words fit grammatically and contextually.	Most words fit with minor issues.	Several words are incorrect or inappropriate.	Many or all words are incorrect or inappropriate.
	Accuracy	All verbs are correctly conjugated and used in context.	1-2 verbs are incorrect, but meaning is mostly clear.	3-4 verbs are incorrect, affecting meaning.	5-6 or more verbs are incorrect, causing confusion.
Verb Forms (10 points)	Grammar and Context	All verbs fit grammatically and contextually.	Most verbs fit with minor issues.	Several verbs are incorrect or inappropriate.	Many or all verbs are incorrect or inappropriate.
	Accuracy and Appropriateness	All sentences are completed with appropriate vocabulary.	1-2 sentences have minor vocabulary errors.	3-4 sentences have incorrect vocabulary, affecting clarity.	5-6 or more sentences have major vocabulary issues.
	Vocabulary Choice	All vocabulary choices are precise and contextually accurate.	Most choices are accurate with minor issues.	Several choices are inaccurate or inappropriate.	Many or all choices are incorrect or contextually inappropriate.
Listening (15 points)	Understanding and Detail	All answers are correct with detailed understanding.	Most answers are correct with minor details missing.	Several answers are incorrect, affecting understanding.	Many or all answers are incorrect or incomplete.
	Content, Fluency, and Coherence	Response is clear, detailed, and coherent.	Mostly clear with minor issues in detail or coherence.	Adequate response with notable issues in clarity or detail.	Response is unclear or disorganized, with frequent issues.
Speaking (15 points)	Content, Fluency, and Coherence	All headings and extracts are correctly matched.	Most headings and extracts are correctly matched with minor errors.	Several errors in matching headings and extracts.	Many or all matches are incorrect or unclear.
	Comprehension and Matching Text	All questions are answered correctly with relevant details.	Most questions are answered with minor omissions.	Several questions are answered with significant errors or omissions.	Many or all questions are answered incorrectly or not at all.
Reading (8 points)	Answering Questions	Well-structured, relevant, and accurate writing.	Mostly well-structured with minor errors or omissions.	Adequate structure but with notable issues in content or accuracy.	Poor structure and numerous errors in content and accuracy
	Structure, Content, and Accuracy				
Writing (15 points)					



SIW #5 Rubric for writing a cover letter.

Criterion	"Excellent"	"Good"	"Satisfactory"	"Unsatisfactory"	Maximum grade
<b>Content and Relevance</b>	Addresses the job requirements and company needs comprehensively; includes specific examples of relevant experience.	Addresses the job requirements and company needs well; includes relevant experience.	Covers job requirements and company needs but lacks detail or specificity.	Lacks relevance to the job or company; vague or incomplete.	4
<b>Structure and Organization</b>	Exceptionally well-organized; clear introduction, body, and conclusion with logical flow and effective transitions.	Generally well-organized with minor issues in flow or transitions.	Organization is apparent but has noticeable issues in structure or flow.	Poorly organized; lacks clear structure and logical flow.	3
<b>Writing Style and Tone</b>	Professional, engaging, and tailored to the company; tone is consistent and appropriate.	Professional with minor inconsistencies in tone or engagement.	Adequate professionalism but lacks engagement or has tone inconsistencies.	Unprofessional or ineffective tone; inconsistent or inappropriate style.	2
<b>Grammar and Mechanics</b>	No grammatical, spelling, or punctuation errors; writing is polished and error-free.	Few minor grammatical, spelling, or punctuation errors.	Several errors that occasionally affect readability.	Frequent errors in grammar, spelling, or punctuation that hinder readability.	4
<b>Clarity and Conciseness</b>	Clear and concise; communicates points effectively without unnecessary detail.	Generally clear with minor issues in conciseness or unnecessary detail.	Somewhat clear but includes unnecessary details or lacks conciseness.	Unclear or verbose; fails to communicate points effectively.	3
<b>Personalization and Customization</b>	Highly personalized and tailored to the specific job and company; shows deep understanding of the organization.	Good personalization and tailoring with minor issues.	Some personalization but lacks depth in tailoring to the job or company.	Minimal or no personalization; generic and not tailored to the job.	2
<b>Impact and Persuasiveness</b>	Strong impact; effectively persuades the employer of the applicant's suitability and enthusiasm for the role.	Good impact; persuades the employer with some minor gaps.	Some impact; provides basic persuasion but lacks strong evidence or enthusiasm.	Little to no impact; fails to persuade or demonstrate enthusiasm.	2
<b>Overall grade</b>					<b>20</b>



SIW #6 Rubric for writing a magazine article

Criterion	"Excellent"	"Good"	"Satisfactory"	"Unsatisfactory"	Maximum grade
<b>Content and Relevance</b>	Content is highly engaging, relevant, and thoroughly covers the topic with original insights.	Content is engaging and relevant with good coverage of the topic.	Content is relevant but lacks depth or originality in parts.	Content is off-topic or lacks relevance and depth.	5
<b>Structure and Organization</b>	Article is well-organized with a clear and logical flow; sections are seamlessly connected	Generally well-organized with minor issues in flow or connections between sections.	Organization is apparent but with noticeable issues in flow or coherence.	Poorly organized with significant issues in structure and flow.	5
<b>Writing Style and Tone</b>	Writing style is engaging and appropriate for the target audience; tone is consistent and effective.	Writing style is appropriate with minor inconsistencies in tone or engagement.	Writing style is acceptable but lacks engagement or has tone inconsistencies	Writing style is inappropriate or ineffective; tone is inconsistent or off-putting.	5
<b>Grammar and Mechanics</b>	No grammatical, spelling, or punctuation errors; writing is polished and error-free.	Few minor grammatical, spelling, or punctuation errors.	Several grammatical, spelling, or punctuation errors that occasionally affect readability.	Frequent errors in grammar, spelling, or punctuation that hinder readability.	5
<b>Creativity and Originality</b>	Highly creative and original approach; presents unique perspectives and ideas.	Creative and original with some unique ideas and perspectives.	Some creativity and originality but relies on common ideas.	Little to no creativity or originality; lacks unique perspectives.	2
<b>Engagement and Interest</b>	Exceptionally engaging and captures the reader's interest throughout.	Engaging with occasional lapses in interest.	Moderately engaging but with some sections less compelling.	Not engaging; fails to capture or maintain reader's interest.	3
<b>Overall grade</b>					20

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SIW #7 Writing an email for funding

Criterion	“Excellent”	“Good”	“Satisfactory”	“Unsatisfactory”	Maximum grade
<b>Clarity and Purpose</b>	The email clearly states the purpose, and the specific amount of funding requested. The goals and needs are well-explained.	The purpose and funding request are mostly clear with minor ambiguities.	The purpose and funding request are somewhat clear but lack specific details.	The purpose and funding request are unclear or vague.	5
<b>Structure and Organization</b>	The email is exceptionally well-organized with a clear introduction, body, and conclusion. The flow of information is logical and coherent.	The email is generally well-organized with minor issues in flow or structure.	The organization is apparent but with noticeable issues in structure or flow.	The email is poorly organized, with unclear or illogical structure.	4
<b>Persuasiveness and Impact</b>	The email is highly persuasive, effectively conveying the importance of the funding and its potential impact.	The email is persuasive with minor gaps in details or impact.	The email is somewhat persuasive but lacks strong evidence or convincing arguments.	The email is not persuasive; it fails to effectively convey the importance or impact of the funding.	4
<b>Grammar and Mechanics</b>	The email is free of grammatical, spelling, or punctuation errors. Writing is polished and error-free.	The email contains a few minor grammatical, spelling, or punctuation errors.	The email has several errors that occasionally affect readability.	The email contains frequent errors in grammar, spelling, or punctuation that hinder readability.	4
<b>Professionalism and Tone</b>	The email maintains a highly professional tone and appropriate language throughout.	The email is mostly professional with minor issues in tone or language.	The email shows some professionalism but has noticeable issues in tone or language.	The email lacks professionalism or has inappropriate tone and language.	3
<b>Overall grade</b>					<b>20</b>