

**SYLLABUS**  
**Spring semester 2024-2025 academic year**  
**Educational program "6B04201 International Law"**

| 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)   |                                    |  |
| 90723<br>"Basics of Oral translation"   | 5   | -                 | 5   |   | 6                                  | 6  |
| <b>ACADEMIC INFORMATION ABOUT THE COURSE</b>  |   |                   |   |   |                                    |  |
| Learning Format   | Cycle, component  | Lecture types     | Types of practical classes  |   | Form and platform final control    |  |
| Offline   | CD University component   |                   | discussion, problem-solving, round table  |   | Oral exam (standard) Univer System |  |
| Lecturer - (s)  | Karipbayeva Gulnar Alipbayevna  |                   |   |   |                                    |  |
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| Phone :   | 8 707 820 2200  |                   |   |   |                                    |  |
| <b>ACADEMIC COURSE PRESENTATION</b>   |   |                   |   |   |                                    |  |
| Purpose of the course   | Expected Learning Outcomes (LO) *   |                   |   | Indicators of LO achievement (ID)   |                                    |  |
| The purpose of the discipline is to familiarize with the peculiarities of the style and grammar of texts, audio and video material, to teach to conduct discussions on topics (economics, politics, culture, science, sports, etc.) to practice pronunciation, basic vocabulary and grammar features, to study the analysis of structure and staging releases of TV | 1. To understand and translate judicial terminology and abbreviations, structure of texts, titles, and explain main idea and themes of upper-intermediate and authentic texts related to professional activities; |                   |   | 1.1 understands basic terminology and abbreviations structure of authentic texts;               |                                    |  |
|   | 2. To interpret upper-intermediate professional texts including news articles, international documents;   |                   |   | 1.2 explains the main idea and themes of authentic texts related to professional activities;    |                                    |  |
|   | 3. To apply skills and abilities to recognize basic professional terms and academic grammar structures in authentic texts;  |                   |   | 2.1 interprets professional texts using basic terminology;                                      |                                    |  |
|   | 4. To develop skills in all aspects of speech activity: speaking, listening, reading and writing;   |                   |   | 2.2 works efficiently with international documents, news articles and other professional texts; |                                    |  |
|   | 5. To analyze main strategies for working with texts, including using and without dictionaries, and discuss questions about the text, justifying them with arguments and examples.                                |                   |   | 3.1 applies skills and abilities to recognize basic terms in authentic texts;                   |                                    |  |
|   |   |                   | 3.2 able to use academic grammar structures in their speech;  |   |                                    |  |
|   |   |                   | 4.1 develops speaking skills using basic 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 their professional sphere;                    |   |                                    |  |
|   |   |                   | 5.1 analyzes main strategies for working with professional texts.   |   |                                    |  |
|   |   |                   | 5.2 discusses main professional issues, express their opinion and prove their points of view.               |   |                                    |  |

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| and radio programs. |  |
| Prerequisites       | Business Correspondence in foreign language 1 (English)  |
| Postrequisites      | Professionally-oriented Foreign language   |
| Learning Resources  | <p><b>Literature:</b></p> <ol style="list-style-type: none"> <li>1. Karipbayeva G.A., Makisheva M.K. English for Students of International Relations: educational manual, 100 p., 2020. <a href="https://read.kz/book/show/3213.pdf">https://read.kz/book/show/3213.pdf</a></li> <li>2. Spencer D. Gateway B2: Student's book, 2nd edition, 2016, 158 p.</li> <li>3. Cunningham S., Moor P. New Cutting Edge: Upper -Intermediate, Advanced: student's book, teacher's book, workbook. - Longman, 2013.</li> <li>4. Jones, M. Straightforward. Upper-Intermediate: Student's Book, Workbook / Macmillan, 2013.</li> <li>5. Mann M., Taylore-Knowles S. Destination: B1, B2 Grammar &amp; Vocabulary. Macmillan, 2013, 255 p., 258 p.</li> <li>6. English. TED Tasks: textbook. M: MGIMO University, 2019, p. 142.</li> <li>7. Borisenko I.I., Evtoushenko L.I. English in International Instruments. Moscow, 2015</li> <li>8. Givental I.A. How to say it in English? Moscow, Flinta, Nauka, 2021.</li> </ol> <p><b>Research laboratories:</b></p> <ol style="list-style-type: none"> <li>9. Multimedia language classroom 322</li> <li>10. Center for cross-cultural communication and translation studies 302</li> </ol> <p><b>Professional scientific databases:</b></p> <ol style="list-style-type: none"> <li>11. Scientific database <a href="https://www.scopus.com">https://www.scopus.com</a></li> <li>12. Science Direct scientific database <a href="https://id.elsevier.com/">https://id.elsevier.com/</a></li> <li>13. Research and teaching platform JSTOR <a href="https://www.jstor.org/">https://www.jstor.org/</a></li> <li>14. Scientific electronic library eLibrary <a href="https://elibrary.ru">https://elibrary.ru</a></li> <li>15. Scientific online library WILEY <a href="https://onlinelibrary.wiley.com/">https://onlinelibrary.wiley.com/</a></li> <li>16. Scientific electronic library "CyberLeninka" <a href="https://cyberleninka.ru/">https://cyberleninka.ru/</a></li> </ol> <p><b>Internet resources:</b></p> <ol style="list-style-type: none"> <li>17. The UN official website: <a href="https://www.un.org/en/">https://www.un.org/en/</a></li> <li>19. TED Talks: <a href="https://www.ted.com">https://www.ted.com</a></li> <li>20. CNN News: <a href="https://edition.cnn.com">https://edition.cnn.com</a></li> <li>21. BBC News: <a href="https://www.bbc.co.uk">https://www.bbc.co.uk</a></li> <li>22. English-Russian Online Dictionary: <a href="http://www.multitran.com/">www.multitran.com/</a></li> <li>23. English-Russian Online Dictionary: <a href="https://www.lingvolive.com/en-us">https://www.lingvolive.com/en-us</a></li> <li>24. Collocation Online Dictionary: <a href="http://www.ozdic.com">http://www.ozdic.com</a></li> <li>25. Oxford Comprehensive Online Dictionary: <a href="https://www.oxfordlearnersdictionaries.com/">https://www.oxfordlearnersdictionaries.com/</a></li> <li>26. Cambridge Comprehensive Online Dictionary: <a href="https://dictionary.cambridge.org">https://dictionary.cambridge.org</a></li> <li>27. E-International Relations <a href="https://www.e-ir.info/">https://www.e-ir.info/</a></li> </ol> |

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| Academic course policy | <p>The academic policy of the course is determined by the <u>Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University</u>. Documents are available on the main page of IS Univer.</p> <p><b>Integration of science and education.</b> 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 and assignments.</p> <p><b>Attendance.</b> 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.</p> <p><b>Academic honesty.</b> 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.</p> <p>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", "Instructions for the final control of the autumn / spring semester of the current academic year", "Regulations on checking students' text documents for borrowings".</p> <p>Documents are available on the main page of IS Univer.</p> <p><b>Basic principles of inclusive education.</b> 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</p> |
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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.

Все обучающиеся, особенно с ограниченными возможностями, могут получать консультативную помощь по телефону/e-mail alipbai@gmail.com и посредством видеосвязи в ZOOM <https://us04web.zoom.us/j/3336492518?pwd=WGI2ZksvZzhlbEllazQ1a3B4NHROZz09>

**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.

**It's not allowed for students to be late for the lessons! If a student is late for the First lesson! he is not allowed to participate at subsequent lessons as well!**

### 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 | <p>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.</p> <p><b>Formative assessment</b> 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.</p> <p><b>Summative assessment</b> - 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.</p> <table border="1"> <thead> <tr> <th>Formative and summative assessment</th> <th>Points % content</th> </tr> </thead> <tbody> <tr> <td>Activity at classes</td> <td>5</td> </tr> <tr> <td>Work in practical classes</td> <td>20</td> </tr> <tr> <td>Independent work</td> <td>25</td> </tr> <tr> <td>Design and creative activity</td> <td>10</td> </tr> <tr> <td>Final control (exam)</td> <td>40</td> </tr> <tr> <td>TOTAL</td> <td>100</td> </tr> </tbody> </table> |  | Formative and summative assessment | Points % content | Activity at classes | 5 | Work in practical classes | 20 | Independent work | 25 | Design and creative activity | 10 | Final control (exam) | 40 | TOTAL | 100 |
| Formative and summative assessment  | Points % content          |                   |  |  |  |                                    |                  |                     |   |                           |    |                  |    |                              |    |                      |    |       |     |
| Activity at classes   | 5                         |                   |  |  |  |                                    |                  |                     |   |                           |    |                  |    |                              |    |                      |    |       |     |
| Work in practical classes   | 20                        |                   |  |  |  |                                    |                  |                     |   |                           |    |                  |    |                              |    |                      |    |       |     |
| Independent work  | 25                        |                   |  |  |  |                                    |                  |                     |   |                           |    |                  |    |                              |    |                      |    |       |     |
| Design and creative activity  | 10                        |                   |  |  |  |                                    |                  |                     |   |                           |    |                  |    |                              |    |                      |    |       |     |
| Final control (exam)  | 40                        |                   |  |  |  |                                    |                  |                     |   |                           |    |                  |    |                              |    |                      |    |       |     |
| TOTAL   | 100                       |                   |  |  |  |                                    |                  |                     |   |                           |    |                  |    |                              |    |                      |    |       |     |
| A   | 4.0 _                     | 95-100            | Great  |  |  |                                    |                  |                     |   |                           |    |                  |    |                              |    |                      |    |       |     |
| A-  | 3.67                      | 90-94             |  |  |  |                                    |                  |                     |   |                           |    |                  |    |                              |    |                      |    |       |     |
| B+  | 3.33                      | 85-89             | Fine   |  |  |                                    |                  |                     |   |                           |    |                  |    |                              |    |                      |    |       |     |
| B   | 3.0                       | 80-84             |  |  |  |                                    |                  |                     |   |                           |    |                  |    |                              |    |                      |    |       |     |
| B-  | 2.67                      | 75-79             |  |  |  |                                    |                  |                     |   |                           |    |                  |    |                              |    |                      |    |       |     |
| C+  | 2.33                      | 70-74             |  |  |  |                                    |                  |                     |   |                           |    |                  |    |                              |    |                      |    |       |     |
| C   | 2.0                       | 65-69             | Satisfactorily                                 |  |  |                                    |                  |                     |   |                           |    |                  |    |                              |    |                      |    |       |     |
| C-  | 1.67                      | 60-64             |  |  |  |                                    |                  |                     |   |                           |    |                  |    |                              |    |                      |    |       |     |
| D+  | 1.33                      | 55-59             | Unsatisfactory                                 |  |  |                                    |                  |                     |   |                           |    |                  |    |                              |    |                      |    |       |     |
| D   | 1.0                       | 50-54             |  |  |  |                                    |                  |                     |   |                           |    |                  |    |                              |    |                      |    |       |     |

### 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 |
|--|--|-----------------|-----------|
| <b>MODULE 1 Introduction to the profession in a foreign language</b> |  |                 |           |
| 1  | <b>П31: What is Law?</b><br>C3 Grammar: Vocabulary and grammar revision<br>3. News Round –up. Rendering and Commenting of a newspaper article on the current global issues.  | 3               | 9         |
| 2  | <b>П3 2: Sources of Law</b><br>C3 Grammar: articles zero articles, prepositions<br>3. News Round –up. Rendering and Commenting of a newspaper article on the current global issues.<br><b>IWST 1 Consultation on the implementation of IWS 1</b>                         | 3               | 9         |
| 3  | <b>П33: Case Law</b><br>C3 Grammar: quantifiers few/a few/ little/ a little/ prepositions<br>3. News Round –up. Rendering and Commenting of a newspaper article on the current global issues.<br><b>SSW 1: "The Role and Place of Kazakhstan in the World Community"</b> | 3               | 9         |
| 4  | <b>П34: Classifications of Law</b><br>3. News Round –up. Rendering and Commenting of a newspaper article on  | 3               | 9         |

|   |   |    |            |
|---|---|----|------------|
|   | the current global issues   |    |            |
| 5   | <b>П3: Civil and Public Law</b><br>3. News Round –up. Rendering and Commenting of a newspaperarticle on the current global issues.  | 3  | 9          |
| 5   | <b>IWST-2 Consultation of students</b>  | 1  | 3          |
| <b>MODULE 2 Foreign language competence in given situations</b> |   |    |            |
| 6   | <b>П3 6: Law of Contracts</b><br>C3 Grammar: passive voice<br>3. News Round –up. Rendering and Commenting of a newspaperarticle on the current global issues  | 3  | 9          |
|   | <b>IWST 3. Consultations of students</b>  | 1  | 2          |
| 7   | <b>П3: Law of Torts</b><br>3. News Round –up. Rendering and Commenting of a newspaperarticle on the current global issues.<br><b>Analyzing a given article.</b>   | 3  | 9          |
|   | <b>SSW 2: "Can the Regional Organizations be the Counterweight to NATO?"</b>  | 25 | 7<br>16    |
|   |   |    | <b>100</b> |
| <b>Midterm control 1</b>  |   |    |            |
| 8   | <b>П38: Доверительная собственность в гражданском праве Англии и США</b><br>3. News Round –up. Rendering and Commenting of a newspaperarticle on the current global issues.<br><b>Analyzing a given article.</b>  | 3  | 9          |
|   | <b>SSW3 : Political Parties of the RK.</b>  | 1  | 7          |
| 9   | <b>П3 9: Criminal Law</b><br>C3 Grammar: past simple, past continuous, past perfect<br>3. News Round –up. Rendering and Commenting of a newspaperarticle on the current global issues.<br><b>Analyzing a given article.</b>   | 3  | 9          |
| 10  | <b>П310: Constitutional law</b><br>Grammar: tenses types of future<br>3. News Round –up. Rendering and Commenting of a newspaperarticle on the current global issues.<br><b>Big news-a very vital news prepared by one student.</b><br><b>Analyzing a given article.</b>                      | 3  | 9          |
|   | <b>SSW 4: "Does Globalization mean Americanization"</b>   | 1  | 7          |
| <b>MODULE 3 Professional discourse and speech culture</b>       |   |    |            |
| 11  | <b>П311: Rights of Citizens</b><br>C3 Grammar: article countable and accountable nouns<br><b>Big news-a very vital news prepared by one student.</b><br>3. News Round –up. Rendering and Commenting of a newspaper article on the current global issues.<br><b>Analyzing a given article.</b> | 3  | 9          |
| 12  | <b>П312: Growth of International Law</b><br>C3 Grammar: reported speech<br><b>Big news-a very vital news prepared by one student.</b><br>3. News Round –up. Rendering and Commenting of a newspaper article on the current global issues.<br><b>Analyzing a given article.</b>                | 3  | 9          |
|   | <b>IWS 3 Preparing a presentation on the topic "Anti-war or anti-terrorist campaign/plan"</b>   | 1  | 7          |
| 13  | <b>П3 13: Judicial Institutions</b><br><b>Big news-a very vital news prepared by one student.</b><br>3. News Round –up. Rendering and Commenting of a newspaperarticle on   | 3  | 9          |

|    |  |    |            |
|----|--|----|------------|
|    | the current global issues.<br><b>Analyzing a given article.</b>  |    |            |
|    | <b>SSW-5 : "To What Extent Can Globalization Make Impact on the National Identity?"</b>  | 1  | 7          |
| 14 | <b>П314: The System of Courts in the United States</b><br>3. News Round –up. Rendering and Commenting of a newspaper article on the current global issues.<br><b>Big news</b> -a very vital news prepared by one student.<br><b>Analyzing a given article.</b> | 3  | 9          |
| 15 | <b>П315: Preliminary Hearing</b><br><b>Big news</b> -a very vital news prepared by one student.<br>3. News Round –up. Rendering and Commenting of a newspaper article on the current global issues   | 3  | 9          |
|    | <b>IWS 4. Conducting final term assessment</b>   | 25 | 21         |
|    | <b>Midterm control 2</b>   |    | <b>100</b> |
|    | <b>Final control (exam)</b>  |    | <b>100</b> |
|    | <b>TOTAL for course</b>  |    | <b>100</b> |

Dean of International Relations Faculty

Head of Diplomatic Translation Department

Chairperson of the Academic Committee on  
Quality of Learning and Teaching

Senior Lecturer



Sairambayeva Zh.T.

Murzagaliyeva M.K.

Yerimpasheva A.T.

Karipbayeva G.A.

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

| Criteria  | «Excellent»<br>25-30%   | «Good»<br>20-20%  | «Satisfactory»<br>15-20%  | «Unsatisfactory»<br>0 – 15%   |
|---|---|---|---|---|
| Clarity of the purpose and objectives of the presentation | The purpose and objectives of presentation are clearly formulated, clear to all members of the audience, and leave no doubt.  | The purpose and objectives of the presentation are expressed, but may be somewhat vague or not clear enough to fully understand.                | The purpose and objectives of the presentation are not clearly formulated, making it difficult to understand the main intention of the speaker. | The lack of a clear statement of the purpose and objectives of the presentation.  |
| Lexical and grammar competence                            | Topical lexical and grammatical structures are actively used in a proper and correct manner.  | Topical lexical and grammatical structures are used partially in a proper and correct manner with limited degree of misusage.                   | A few topical lexical and grammatical structures are used with a number of mistakes.  | No topical lexical and grammatical structures are used with a great number of grammar and lexical mistakes.   |
| Analysis skills and presentation of main ideas            | In-depth analysis of main ideas, detailed presentation of material with additional aspects of the topic, brief and visualized information using pics, photos, diagrams, charts, tables, bullet points, etc. | A good analysis with presentation of key aspects, but more details or specific examples may be needed. A few visual tools are used.             | Limited analysis of main ideas, presentation of fragmentary information. Few visual tools are used.   | Lack of analysis, presentation is superficial and unintelligible. Visually it includes only text with no special tools like pics, diagrams, bullet points, etc. |
| Relevance and accuracy of the information provided        | All the information provided is complete, accurate, relevant and fully consistent with the topic of presentation.   | The information is presented in general, but there are small gaps or inaccuracies. Partially relevant to the topic.                             | There are significant omissions or inaccuracies in the information provided. Most parts of the presentation are irrelevant to the topic.        | The information provided is fragmentary and does not meet the requirements of the assignment. No relevance to the topic at all.                                 |
| Public speaking skills                                    | Confident, professional and effective performance with excellent use of voice, gestures and audience contact. Excellent diction and pronunciation.  | Speaking is effective, but some work may be needed to improve communication skills. Good diction and pronunciation with some phonetic mistakes. | Public speaking skills require major improvements. Poor diction and pronunciation with plenty of phonetic mistakes.                             | The performance is unsuccessful, making it difficult for audience to understand and engage.   |
| Critical thinking skills and own judgement                | The presentation contains deep and original conclusions, as well as clear demonstration of critical thinking.   | The main conclusions and critical thinking skills are present, but they may be more improved.   | Conclusions are available, but they are limited and may require additional development. Poor critical thinking skills.                          | Lack of own conclusions and recommendations.  |