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| **AL-FARABI KAZAKH NATIONAL UNIVERSITY**  **SYLLABUS**  **Spring semester 2016-2017** | | | | | | | | | | | | | |
| **Discipline code** | | **The name of a discipline** | **Type** | **Hours per week** | | | | | **credits** | | | | **ECTS** |
| **Lect.** | **Pract.** | | **Lab** | |
|  | | SSNMEL 3418 – System of Style and Norms of Modern English language |  | 0 | 3 | | 0 | | 3 | | | | 5 |
| **Prerequisites** | | The course “**System of Style and Norms of Modern English language”** is related to basic disciplines as "Philosophy", "Pedagogy", "Theory and methods of teaching languages", and to the theoretical and linguistic disciplines to be studied in the next semester. | | | | | | | | | | | |
| **Lecturer** | | Aksholakova A.Zh. doctor PhD, acting Associate Professor | | | | **Office hours** | | | | | According to timetable | | |
| **e-mail** | | [askazhan.051@mail.ru](mailto:askazhan.051@mail.ru) | | | |
| **Telephone** | | 3773330 (.1270) | | | | **Classroom** | | | | | 305 | | |
| **Course overview** | | This 15-week course is designed to introduce students to English language as it exists today. In this course we set the scene by looking at ways in which people view and have viewed English, what kinds of attitudes they have towards the language and the type of variation which may be found in it, current language, and each units deals with an important aspect of the linguistic system of English: its vocabulary, including more complex lexical expression; its pronunciation and spelling; and its grammar. | | | | | | | | | | | |
| Course aim | | In the course of these lectures, too, we will be looking at some special problems in the study of language generally - for example: how we describe and characterize language change over time; how we can accurately describe differences in pronunciation and, thus, recover earlier pronunciation habits; and how we can use the study of literature not only to chart the different periods of the English language, but to recognize how literary writers used the fluid resources of their language to grant meaning to a changing world. | | | | | | | | | | | |
| **Learning outcomes** | | Upon completion of these lectures, students should be able to:  1. Recognize why we spell and speak the way we do today.  2. Identify words of early English origin, as well as words of more recent, non-English origin.  3. Use a dictionary, and other resources, to learn the etymologies of words and chart their changes in meaning and use.  4. Summarize the relationship of English to other European languages.  5. Describe generally the dialect boundaries in England. | | | | | | | | | | | |
| **Bibliography** | | ***Basic*:**   1. Stephan Gramley and Kurt-Michael Pätzold. A Survey of Modern English Taylor & Francis e-Library, 2004. 2. Second EditionАнуфриев А.Ф. Научное исследование. – М.: Наука, 2008. – 197с.   ***Additional*:**   1. Gramley, S.E. (2001) The Vocabulary of World English, London: Arnold.Научные работы: Методика подготовки и оформление/Авт.- сост. И.Н. Кузнецов. – 2-е изд. – Минск/. 2005. 2. Hughes, G. (2000) A History of English Words, Oxford: Blackwell. | | | | | | | | | | | |
| **Course organization** | | The course “SSNMEL 3418 – System of Style and Norms of Modern English language” according to the curriculum of the specialty 5V011900 - "Foreign language: two foreign languages" is 3 hours of practical classes per week and 1 hour of SIW. | | | | | | | | | | | |
| **Course requirements** | | Writing assignments will be designated within each section. Students should email writing assignments to their instructors and students in the section in advance of class (due dates), allowing instructors and students to read them in advance of the in-class critique. Students whose samples are not discussed in a particular week will be read and critiqued by instructors only. Students can also arrange to meet with instructors individually to discuss their writing. | | | | | | | | | | | |
| **Grading policy** | | **SIW overview** | | | | | | **Points** | | **Learning outcomes** | | | |
| *SIW 1.*  *STANDARD AND GENERAL ENGLISH* | | | | | | **10** | | Participants will need a larger notion of what language itself is and how it changes. | | | |
| *SIW 2.*  *GROWTH AND STRUCTURE OF THE ENGLISH VOCABULARY* | | | | | | 10 | | Participants will need a larger notion of what language itself is and how it changes. | | | |
| *SIW 3.*  *FIXED EXPRESSIONS AS CLICHÉS. COLLOCATIONS* | | | | | | 10 | | Participants will need a larger notion of what language itself is and how it changes. | | | |
| *SIW 4.*  *THE PHONOLOGY OF ENGLISH* | | | | | | 10 | | Participants will need a larger notion of what language itself is and how it changes. | | | |
| *SIW 5. WORD CLASSES* | | | | | | 10 | | Participants will need a larger notion of what language itself is and how it changes. | | | |
| *SIW 6.*  *WRITTEN TEXTS AND ENGLISH FOR SPECIFIC PURPOSES (ESP)* | | | | | | 10 | | Participants will need a larger notion of what language itself is and how it changes. | | | |
| **1 CI**  **Vocabulary-Grammar Test** | | | | | | 32 | | Participants will need a larger notion of what language itself is and how it changes. | | | |
| SIW 8.  *SPEECH ACTS. CONVERSATIONAL PRINCIPLES* | | | | | | 10 | | Participants will need a larger notion of what language itself is and how it changes. | | | |
| SIW 9.  THE LINGUISTIC ELEMENTS OF ADDRESS IN ENGLISH | | | | | | 10 | | Participants will need a larger notion of what language itself is and how it changes. | | | |
| SIW 10.  LANGUAGE USE OF MALES AND FEMALES | | | | | | 10 | | Participants will need a larger notion of what language itself is and how it changes. | | | |
| SIW 11.  *ENGLISH IN THE BRITISH ISLES* | | | | | | 10 | | Participants will need a larger notion of what language itself is and how it changes. | | | |
| SIW 12.  *ENGLISH IN AMERICA* | | | | | | 10 | | Participants will need a larger notion of what language itself is and how it changes. | | | |
| SIW 13.  *STANDARD BRITISH AND AMERICAN ENGLISH IN COMPARISON* | | | | | | 10 | | Participants will need a larger notion of what language itself is and how it changes. | | | |
| SIW 14.  *ENGLISH IN AUSTRALIA, NEW ZEALAND AND SOUTH AFRICA.*  *ENGLISH AS A SECOND LANGUAGE (ESL)* | | | | | | 10 | | Participants will need a larger notion of what language itself is and how it changes. | | | |
| **2 CI**  **Vocabulary-Grammar Test** | | | | | | 20 | | Participants will need a larger notion of what language itself is and how it changes. | | | |
| **Course policy** | | Grades are based on attendance, completion of assignments, and participation in class, not on the quality of the writing itself. While most students receive an A in this course, grade decrements will certainly result from 1) failure to meet due dates and times, 2) lateness to class by more than 20 min. or 3) missed class, without prior approval of instructors. | | | | | | | | | | | |
| **Discipline schedule** | | | | | | | | | | | | | |
| **Week** | **Theme title** | | | | | **Hours** | | | | | | **Max. point** | |
| **1** | **Seminar lesson 1.**  The English language  Standards and variation | | | | | **3** | | | | | | **3** | |
| **2** | **Seminar lesson 2.**  English as a  linguistic system | | | | | **3** | | | | | | **3** | |
| **3** | **Seminar lesson 3.**  Words in combination | | | | | **3** | | | | | | **3** | |
| **4** | **Seminar lesson 4.**  The pronunciation and  spelling of English | | | | | **3** | | | | | | **3** | |
| **5** | **Seminar lesson 5.**  Grammar | | | | | **3** | | | | | | **3** | |
| **6** | **Seminar lesson 6.**  Uses and users  of English | | | | | **3** | | | | | | **3** | |
| **7** | **1 IC**  **Vocabulary-Grammar Test** | | | | | 3 | | | | | | **30** | |
|  | **Midterm Exam** | | | | |  | | | | | | **100** | |
| **8** | **Seminar lesson 8.**  Spoken discourse | | | | | **3** | | | | | | **2** | |
| **9** | **Seminar lesson 9.**  Modes of address, power, solidarity  and politeness | | | | | **3** | | | | | | **2** | |
| **10** | **Seminar lesson 10.**  Language and gender | | | | | **3** | | | | | | **2** | |
| **11** | **Seminar lesson 11.**  National and regional  varieties of English | | | | | **3** | | | | | | **2** | |
| **12** | **Seminar lesson 12.**  National and regional  varieties of English | | | | | **3** | | | | | | **2** | |
| **13** | **Seminar lesson 13.**  National and regional  varieties of English | | | | | **3** | | | | | | **1** | |
| **14** | **Seminar lesson 14.**  National and regional  varieties of English | | | | | **3** | | | | | | **1** | |
| **15** | **2 IC**  **Vocabulary-Grammar Test** | | | | | 3 | | | | | | **20** | |
|  | **Exam** | | | | |  | | | | | | **100** | |
|  | **Total** | | | | |  | | | | | | **100** | |

**ACADEMIC POLICY OF THE COURSE**

Master student should: regularly attend all types of lessons (lectures, seminars, practical lessons, laboratory lessons) and lessons on IWMT; do MIW in the given volume and the set time, using recommended literatures or other resources in libraries or internet; strictly follow the graphic of passing written works (IWM and IWMT); attend rating and final controls.

Rating and Final controls of students; knowledge are held in accordance with confirmed graphic of teaching process of the educational institution.

CC (Current control) is the systematic control of the masters’ academic achievements on each theme and unit conducted by the teacher. Modular control is divided into the first and second rating controls, which are held on the seventh and fifteenth week of the semester. The final rating is formed from marks of 2 current (module) rating and final exam. Current (module) rating I – 100 max points (30%), Current (module) rating II – 100 max points (30%) and exam – 100 MAX POINTS (40%).

IWMT: individual and group tasks, depending on the IWMT organization technology (abstract, presentation, essay, project work, analysis and other tasks that have research character).

An exam is conducted in the written form.

Be tolerant and respect opinions of others. Formulate objections in the correct form. Plagiarism and other forms of cheating are not allowed. Prompting and cheating are unacceptable during independent work, interim control and examination, copying of works of other Master students or passing the exam for another student. A student caught in falsifying of any information of the course will receive a final grade «F».

**Assessment scale of students’ knowledge and skills**

|  |  |  |  |
| --- | --- | --- | --- |
| Grades | Points | Marks in % | Traditional marking |
| A | 4,0 | 95-100 | Excellent |
| A+ | 3,7 | 90-94 |
| B+ | 3,3 | 85-89 | Good |
| B | 3,0 | 80-84 |
| B- | 2,7 | 75-79 |
| C+ | 2,3 | 70-74 | Satisfactory |
| C | 2,0 | 65-69 |
| C- | 1,7 | 60-64 |
| D+ | 1,3 | 57-59 |
| D | 1,0 | 53-56 |
| D- | 0,7 | 50-52 |
|  | 0,0 | 49 and below | Unsatisfactory |
| I (Incomplete) | - | - | «The discipline is not completed»  *(not counted in the GPA)* |
| P (Pass) | **-** | **-** | «Passed»  (*(not counted in the GPA)* |
| NP  (Not Рassed) | **-** | **-** | «Not passed»  *(not counted in the GPA)* |
| W  (Withdrawal) | - | - | «Withdrawal from the discipline»  *(not counted in the GPA)* |
| AW  (Academic Withdrawal) |  |  | Academic withdrawal from the discipline  *(not counted in the GPA)* |
| AU (Audit) | - | - | «Discipline is complete » *(not counted in the GPA)* |
| Att. |  | 30-60, 50-100 | Attested |
| Not att. |  | 0-29, 0-49 | Not Attested |
| R (Retake) | - | - | Retaking the discipline |

Dean of the faculty Abdimanuly O.

Chairman of methodical bureau Dosanova A.M.

Head of the chair Madieva G.B.

Lecturer Aksholakova A. Zh.