**SYLLABUS**

**Fall semester 2022-2023 academic years**

**on the educational program "6B02303 – Foreign Philology (Western Languages)"**

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| **Discipline’s code** | **Discipline’s title** | **Independent work of students (IWS)** | **No. of hours per week** | **Number of credits** | **Independent work of student with teacher (IWST)** |
| **Lectures (L)** | **Practical training (PT)** | **Laboratory (Lab)** |
| **FThIYa 3218** | Fundamentals of theory of target language | 3 | 15 | 30 | - | 5 | 7 |
| **Academic course information** |
| **Form of education** | **Type of course**  | **Types of lectures** | **Types of practical training**  | **Number ofIWS** | **Form of final control** |
| Full-time |  |  |  |  |  |
| Lecturer  | G.Sharipova, candidate of philology, senior teacher  |  |
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| **Academic presentation of the course**  |

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| **Aim of course**  | **Expected Learning Outcomes (LO)**As a result of studying the discipline the undergraduate will be able to: | **Indicators of LO achievement (ID)**(for each LO at least 2 indicators) |
| The purpose of the discipline is to form the ability to study the theoretical grammar of target language in order to comprehend the basic fundamentals of the given subject. Be able to make comparisons and work out the main principles of the discipline with the other indoeuropean languages. To analyze and annotate various sources of information and literary works of different genres and styles. | 1. to apply the expanded vocabulary and improve the skills of writing in foreign languagein professional activity;2. to correctly edit own work taking into account the main features of high-quality text; | 1. work with national texts of different styles; 2. elicit the necessary information and language patterns for analysis.  |
| 3. to master the skills of analyzing and annotating various sources of information and artistic works of different genres and styles; | 2. work with specialized terms;3. analyze and interpret patterns from different angles.  |
| 4. to implement creatively the methods of text transformation – text reduction, genre modification, selection of examples, use of quotations. | 4. development of different skills; 5. creative search. |
| 5. to master creative and analytical skills of evaluating and criticizing own and others' creative work. | 2. work with specialized terms;3. analyze and interpret patterns from different angles.  |
| **Prerequisites** | Language for Specific Purposes (English, French, German, Spanish, Italian) |
| **Post requisites** |  |
| **Information resources** | **Main literature:**1. Ramet Adele. Theoretical grammar Oxford, 2017. – 194 p.
2. David Morley Grammar. Cambridge, - 2017. -291 p.
3. John G. Taylor Handbook of Written English, How to books, (2nd ed.) 2015. – 512 p.
4. Ramet Ade`le Writing for Magazines, How to books, (3rd ed.), 2006. – 256 p.
5. Whitelaw Stella. How to Write Short Short Stories. - Allison & Busby, – 1996. - 144 p.
6. Hoffmann A. Research for Writers. A & C Black, 1996. – 222 p.

**Useful websites:** [www.womenwrites.org.uk](http://www.womenwrites.org.uk)[www.writersnet.org.uk](http://www.writersnet.org.uk)[www.writersguild.org.uk](http://www.writersguild.org.uk) <http://www.6ftferrets.com/index.html>  |

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| **Academic policy of the course in the context of university moral and ethical values** | **Academic Behavior Rules:** All students have to register at the MOOC. The deadlines for completing the modules of the online course must be strictly observed in accordance with the discipline study schedule. ATTENTION! Non-compliance with deadlines leads to loss of points! The deadline of each task is indicated in the calendar (schedule) of implementation of the content of the curriculum, as well as in the MOOC.**Academic values:**- Practical trainings/laboratories, IWS should be independent, creative.- Plagiarism, forgery, cheating at all stages of control are unacceptable.- Students with disabilities can receive counseling at e-mail \*\*\*\*\*\*\*@gmail.com. |
| **Evaluation and attestation policy** | **Criteria-based evaluation:**assessment of learning outcomes in relation to descriptors (verification of the formation of competencies in midterm control and exams).**Summative evaluation:** assessment of work activity in an audience (at a webinar); assessment of the completed task. |

**CALENDAR (SCHEDULE) THE IMPLEMENTATION OF THE COURSE CONTENT:**

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| week | Topic name | Number of hours | Max.score\*\*\* |
| **Module 1** Title: Introduction to creative writing |
| 1 | **Lecture 1.** Theme: Introduction of the theoretical grammar. Lexical Units. | 1 | 2 |
| 1 | **Seminar 1.** Theme: Introduction of the theoretical grammar. Lexical Units. | 2 | 8 |
| 2 | **Lecture 2.** Theme: Word-Building (Word formation). Various types and ways of forming words. Word-Composition. | 1 | 2 |
| 2 | **Seminar 2.** Theme: Productive ways of word-building. Affixation. Classifications of English Compounds. | 2 | 8 |
| 3 | **Lecture 3.** Word-building. Conversion. | 1 | 2 |
| 3 | **Seminar 3.** Shortening (Abbreviation) | 2 | 8 |
| 3 | **IWST 1.** Consultation on the implementation of IWS1 on the topic: Topic: What are the acronyms? | 1 | 10 |
| 4 | **Lecture 4.** Theme: Non-productive ways of Word-building | 1 | 2 |
| 4 | **Seminar 4.** Theme: Non-productive ways of Word-building | 2 | 8 |
| 5 | **Lecture 5.** Theme: Etymology of English Words. Words of native origin. | 1 | 2 |
| 5 | **Seminar 5.** Theme: Borrowings in the English language.  | 2 | 8 |
| 5 | **IWST 2.** Latin, Greek, French borrowing: peculiarities and common things. | 1 | 10 |
| **Module 2**   |
| 6 | **Lecture 6.** Theme: Semasiology. The causes of Semantic Changes. Semantic Structure of English Words. Semantic Structure of Compounds. | 1 | 2 |
| 6 | **Seminar 6.** Theme: Semasiology. The causes of Semantic Changes. Semantic Structure of English Words. Semantic Structure of Compounds. | 2 | 8 |
| 7 | **Lecture 7.** Theme: Homonyms, Synonyms and Antonyms. Homonyms. Classification of Homonyms. | 1 | 2 |
| 7 | **Seminar 7.** Theme: Synonyms. Dominant Synonyms. | 2 | 8 |
| 7 | **IWST 3.** Antonyms | 1 | 10 |
|  |  **LEVEL CONTROL 1** | **24** | **100** |
| 8 | **Lecture 8.** Theme: Euphemisms. Etymology of euphemisms. | 1 | 2 |
| 8 | **Seminar 8.** Theme: The evolution of Euphemisms. | 2 | 8 |
| 9 | **Lecture 9.** Theme: Phraseology. Phraseological Units or Idioms. Principles of Classification.  | 1 | 2 |
| 9 | **Seminar 9.** Theme: Structural Classification of Phraseological Units. Syntactical Classification Phraseological Units. | 2 | 8 |
| 9 | **IWST 4.** Semantic classification of Phraseological Units | 1 | 5 |
| 10 | **Lecture 10** Theme: Differences between the British and the American Variants of English. Differences in Spelling.  | 1 | 2 |
| 10 | **Seminar 10.** Theme: Grammar system of American English. | 2 | 8 |
|  | **Module 3**  |  |  |
| 11 | **Lecture 11** Theme: Formal and Informal Styles of Speech. English Dialects in Great Britain. | 1 | 2 |
| 11 | **Seminar 11** Theme: The dialects of the USA. | 2 | 8 |
| 11 | **IWST 5.** The dialects in Canada | 1 | 5 |
| 12 | **Lecture 12** Theme: The noun. General characteristic. The category of number. The Category of Case. The functions of Nouns in the Sentence. The article determination.  | 1 | 2 |
| 12 | **Seminar 12.** Theme: The noun. General characteristic. The category of number. The Category of Case. The functions of Nouns in the Sentence. The article determination  | 2 | 8 |
| 13 | **Lecture 13** Theme: The verb. The lexical and Morphological Characteristics of the verbs. The grammatical categories of the verbs. | 1 | 2 |
| 13 | **Seminar 13.** Theme: The verb. The lexical and Morphological Characteristics of the verbs. The grammatical categories of the verbs. | 2 | 8 |
| 13 | **IWST 5.** Infinitives, gerund, participles, auxiliary verbs, modal verbs. | 1 | 5 |
| 14 | **Lecture 14** Theme: The adjectives. Relative and qualitative adjectives. Structural types of adjectives.  | 1 | 2 |
| 14 | **Seminar 14.** Theme: Degrees of comparison. Substantivization of adjectives. Syntactic functions of adjectives.  | 2 | 8 |
| 15 | **Lecture 15** Theme: Adverb. The word-building structure of adverbs. Classification of adverbs. Position of adverbs. Degrees of comparison. Syntactic function of adverbs in the sentence. Syntax. The sentence and its classification.  | 1 | 2 |
| 15 | **Seminar 15.** Theme: Numeral. Cardinal and Ordinal Numerals.  | 2 | 8 |
| 15 | **IWST 7. P**ronouns. Pronouns and their classification. Pesonal, possessive, reflexive, reciprocal, demonstrative, indefinite, relative, interrogative pronouns. | 1 | 5 |
|  |  **LEVEL CONTROL 2** | **28** | **100** |

Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dzholdasbekova B.

Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Aimagambetova M.

Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sharipova G.S.