**SYLLABUS**

**Spring semester 2023-2024 academic year**

**Educational program " Language for special purposes C2"**

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| **ID**  **and name**  **of course** | **Independent work**  **of the student**  **(IWS)** | | **Number of credits** | | | **General**  **number**  **of credits** | **Independent work**  **of the student**  **under the guidance**  **of a teacher (IWST)** |
| **Lectures (L)** | **Practical classes (PC)** | **Lab. classes (LC)** |
| **Ya STc 3302**  **Language for special purposes C2** | 3 | | 0 | 45 | 0 | 5 | 7 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | | |
| **Learning Format** | **Cycle,**  **component** | **Lecture**  **types** | | **Types**  **of practical classes** | | **Form and platform final control** | |
| *Offline* | BD, Compulsory component | - | | Practical lesson, discussion, written tasks | | Written tasks | |
| **Lecturer - (s)** | Konyrbekova Tolkyn Ordabekovna | | | | |
| **e-mail :** | Tolkyn.79@mail.ru | | | | |
| **Phone :** | +77017836506 | | | | |
| **Assistant - (s)** |  | | | | |
| **e-mail :** |  | | | | |
| **Phone :** |  | | | | |
| **ACADEMIC COURSE PRESENTATION** | | | | | | | |
| **Purpose**  **of the course** | **Expected Learning Outcomes (LO) \***  As a result of studying the discipline the undergraduate will be able to: | | | | | **Indicators of LO achievement (ID)** | |
| The purpose of the discipline is to develop the ability to work with various types of standardized tests that assess the level of English as a foreign language. The course is aimed at mastering the skills of working with tests in 4 aspects: listening, reading, writing and speaking and provides a proper level of knowledge of lexical and grammatical laws of the language. | ER 1. more detailed description and explanation of phenomena, self-experience, assessment; | | | | | 1.1. admission to participation in a foreign language without any problems (independently and in groups); | |
| 1.2. ability to think, analyze and communicate in a foreign language | |
| ER 2. comment on the events; | | | | | 2.1 ability to study and analyze what has been learned | |
| 2.2 be able to ask questions about the events read and answer other questions | |
| ER 3. explain, justify position, point of view, public speeches, etc. | | | | | 3.1 be able to argue and prove their point of view in front of the majority (group); | |
| 3.2 be able to share your experience or knowledge with the group and participate in discussions | |
| ER 4. The free use of language for international communication, including emotion, allegory, using idiomatic expressions. | | | | | 4.1 ability to use complex sentences, complex phrases in communication | |
| 4.2 ability to use idiomatic and phraseological expressions in communication | |
| **Prerequisites** | Language for Special Purposes C2 | | | | | | |
| **Postrequisites** | Language for Academic Purposes | | | | | | |
| **Learning Resources** | Literature:main, additional. Insight Upper Intermediate Student’s Book with Answers with Audio Jane Wildman, 2020.Insight Upper Intermediate Student’s Book with Answers with Audio Jane Wildman,2020.  1. McCarthy M., O’Dell F.English Vocabulary in Use. New edition. Upper-Intermediate . – Cambridge: Cambridge University Press, 2012.   4. New headway. Advanced. Student`s book. Oxford University Press, 2009.  New headway. Advanced . Workbook. Oxford University Press, 2009.4. Cambridge IELTS 10 Academic Student’s Book with Answers with Audio | | | | | | |

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| **Academic**  **course policy** | | The academic policy of the course is determined by [the Academic Policy](https://univer.kaznu.kz/Content/instructions/%D0%90%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0.pdf) and [the Policy of Academic Integrity of Al-Farabi Kazakh National University .](https://univer.kaznu.kz/Content/instructions/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%20%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B9%20%D1%87%D0%B5%D1%81%D1%82%D0%BD%D0%BE%D1%81%D1%82%D0%B8.pdf)  Documents are available on the main page of IS Univer .  **Integration of science and education.** The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions andassignments.  **Attendance.** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.  **Аcademic honesty.** Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.  Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by [the "Rules for the final control"](https://univer.kaznu.kz/Content/instructions/%D0%9F%D1%80%D0%B0%D0%B2%D0%B8%D0%BB%D0%B0%20%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%B8%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%9B%D0%AD%D0%A1%202022-2023%20%D1%83%D1%87%D0%B3%D0%BE%D0%B4%20%D1%80%D1%83%D1%81%D1%8F%D0%B7%D1%8B%D0%BA%D0%B5.pdf) , ["Instructions for the final control of the autumn / spring semester of the current academic year"](https://univer.kaznu.kz/Content/instructions/%D0%98%D0%BD%D1%81%D1%82%D1%80%D1%83%D0%BA%D1%86%D0%B8%D1%8F%20%D0%B4%D0%BB%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%B2%D0%B5%D1%81%D0%B5%D0%BD%D0%BD%D0%B5%D0%B3%D0%BE%20%D1%81%D0%B5%D0%BC%D0%B5%D1%81%D1%82%D1%80%D0%B0%202022-2023.pdf) , "Regulations on checking students' text documents for borrowings".  Documents are available on the main page of IS Univer .  **Basic principles of inclusive education.** The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race/ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.  All students, especially those with disabilities, can receive counselling assistance by phone/e- mail [zhaksylykkyzy.k@kaznu.kz](mailto:zhaksylykkyzy.k@kaznu.kz).  **Integration MOOC (massive open online course).** In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.  **ATTENTION!** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points. | | | | |
| **INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT** | | | | | | |
| **Score-rating letter system of assessment of accounting for educational achievements** | | | | | **Assessment Methods** | |
| **Grade** | **Digital**  **equivalent**  **points** | | **points,**  **% content** | **Assessment according to the traditional system** | **Criteria-based assessment** is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.  **Formative assessment is** a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.  **Summative assessment** -type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course.Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated. | |
| A | 4.0 \_ | | 95-100 | Great |
| A- | 3.67 | | 90-94 |
| B+ | 3.33 | | 85-89 | Fine |
| B | 3.0 | | 80-84 | **Formative and summative assessment** | **Points % content** |
| B- | 2.67 | | 75-79 | Work in practical classes | 70 |
| C+ | 2.33 | | 70-74 | Independent work | 30 |
| C | 2.0 | | 65-69 | Satisfactorily | Final control (exam) | 40 |
| C- | 1.67 | | 60-64 | TOTAL | 100 |
| D+ | 1.33 | | 55-59 | Unsatisfactory | TOTAL | 100 |
| D | 1.0 | | 50-54 | TOTAL | 100 |
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| **A week** | **Topic name** | **Number of hours** | **Max.**  **score** |
| **MODULE 1** | | | |
| **1** | **PC 1.**  Unit 6. The media and the message  Who controls the news? Reading. Armed woth a smartphone  Vocabulary. Collocations: journalism; word analysis | **3** | **10** |
| **2** | **PC 2.**  Grammar. Speculation about the past, present and future  Listening. The big picture. | **3** | **10** |
| **IWST P 1.** Consultations on the implementation of **IWS 1** | **1** |  |
| **3** | **PC 3.** Unit 6. The media and the message  Making the headlines  Listening. A new story. Why people want to be famous  Strategy. Adapting to authentic listening situations | **3** | **10** |
| **IWS 1.** Essay Write about the following topic:  Imagine a world without media: How would we get information? How would our understanding of the world be different?  Give reasons for your answer and include any relevant examples from your own knowledge or experience. |  | **15** |
| **4** | **PC 4.**  Vocabulary. Idioms with in and out. Documentaries. Discourse markers  Reading. Seeing is believing. Truth or lies?  Strategy. Creating emphasis  Vocabulary Insight 6 | **3** | **10** |
| **5** | **PC 5.** Unit 7 That’s life  Before I die…  Reading. From here to eternity  Strategy. Critical thinking: evaluating pros and cons | **3** | **10** |
| **MODULE 2** | | | |
| **6** | **PC 6.**  Vocabulary. Phrasal verbs with *off*. Phrases with *life*  Grammar. Conditionals. Mixed conditionals  Listening. The luckiest man alive? | **3** | **10** |
| **IWST 2.** Consultations on the implementation of **IWS 2** | **1** |  |
| **7** | **PC 7.** Unit 7 That’s life Golden years  Listening. Growing old in different societies  Vocabulary. The old and the young. Discussing old age | **3** | **10** |
| **IWS 2.** [Paragraph Writing](https://www.ieltsbuddy.com/paragraph-writing.html) **“Bridging the Digital Divide: How Technology Shapes the Age Gap Between Generations”** |  | **15** |
| **8** | **PC 8.**  Reading. The road not taken by Robert Frost  Grammar. Unreal situations  Writing. Persuasive writing. Making comparisons  Vocabulary Insight 7 | **3** | **10** |
| **IWST 3.** Consultations on the implementation of **IWS 3** | **1** |  |
| **Midterm control 1** | | | **100** |
| **9** | **PC 9** Unit 8 Food and ethics  Reading Would you eat it?  Vocabulary Synonyms of intensity  Vocabulary Prepositions | **3** | **10** |
| **10** | **PC 10**  Wet wealth Grammar passive  Listening Wet wealth  Feeding the world Phrases with face | **3** | **10** |
| **IWST 4.** Consultation on the implementation **of IWS 3** | **1** |  |
| **MODULE 3** | | | |
| **11** | **PC 11.** Unir 9 Technology  What’s new?  Reading The next big thing. Making inference  Vocabulary Word analysis  Vocabulary Technology nouns | **3** | **10** |
| **IWS 3.** [Project work](https://www.ieltsbuddy.com/problem-solution-essays.html) Artificial intelligence (AI): This is a rapidly growing field with many potential applications. You could explore topics such as developing a chatbot, creating an AI-powered music generator, or using AI to analyze data and make predictions. |  | **20** |
| **12** | **PC 12.**  Young minds  Listening Young inventors. Our digital footprint  Giving a presentation  Reading The first and fraud of flight | **3** | **10** |
| **13** | Unit 10 Power  Utopia?  Reading Different lives  Vocabulary Word analysis Society and citizenship  Dirty sport  Grammar Relative clause | **3** | **10** |
| **IWST 5.** Consultation on the implementation of the final exam | **1** |  |
| **14** | Listening Electronics  Identifying attitude  Vocabulary The electoral system  Debate The power of words | **3** | **10** |
| **15** | **PC 15.**  Revision  Test. Discussion. Debate | **3** | **10** |
| **Midterm control 2** | | | **100** |
| **Final control (exam)** | | | **100** |
| **TOTAL for course** | | | **100** |

ISW 1. Essay

Write an essay on the following topic:

«Media Influence on Society»

Explore the positive and negative impacts of media on society. Discuss how media shapes public opinion, and influences cultural norms, while also examining the potential drawbacks such as misinformation, biases, and the impact on mental health.

ISW 2. Essay

Write an essay on the following topic:

«The Impact of Food Choices on the Environment»

Discuss how our food choices influence the environment. Do our dietary preferences contribute to a better planet. How do individual food choices collectively contribute to environmental effects? Provide reasons for your thoughts and give examples to illustrate your perspective.

ISW 3. Group presentation

«The power of words in the digital era»

How has the development of technology expanded or constrained our freedom of words compared to previous eras?

How has social media been instrumental in giving a voice to marginalized groups and fostering social change? Can you explore examples where digital platforms have played a key role in driving positive societal transformations through words? Share you views and provide specific examples.

**RUBRICTOR FOR SUMMATIVE ASSESSMENT OF INDEPENDENT WORK OF THE STUDENT (ISW)**

**CRITERIA FOR ASSESSING LEARNING OUTCOMES**

**ISW 1. Essay «Media Influence on Society»**

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| Criterion | "Excellent" 20-25% | “Good” 15-19% | “Satisfactory” 10-14% | “Unsatisfactory” 0-9% |
| Understanding of the topic | Demonstrates a comprehensive understanding of the positive and negative impacts of mass media on society, including the impact on public opinion and cultural norms. | Shows a good understanding of the topic, discussing both positive and negative aspects of the impact of the media, but may not be deep enough or complete in the analysis. | Demonstrates a basic understanding of the topic, but may not be deep enough in discussing the intricacies of the impact of mass media on society | Shows limited understanding of the topic, significant gaps in knowledge and understanding of the influence of the media. |
| Analysis and Evaluation | Provides in-depth analysis of the various ways in which the media influence society, backed up by well-chosen evidence and examples. | Offers an analysis of the impact of mass media on society, supported by relevant evidence, although there may be a lack of depth or consistency. | Provides some analysis of the impact of the media, but there may be a lack of depth or originality in the analysis. | Offers little to no analysis of media influence or relies heavily on unsupported claims. |
| Organization and structure | The essay is well structured with a clear introduction, main sections and conclusion, with logical transitions between sections. | The essay is mostly well structured with clear sections and transitions, although there may be minor problems in the organization. | The essay has a vague structure, with scattered or unclear sections. | The essay does not have a clear structure and can be difficult to read. |
| Clarity and coherence | The essay is clear, concise and easy to understand, effectively conveying complex ideas. | The essay is generally clear and understandable, with some minor problems that do not interfere much with understanding. | The essay is somewhat unclear, making it somewhat difficult to follow. | The essay is unclear, confusing, or contains many errors that make it difficult to understand. |
| Use of Evidence | Supports arguments with reliable sources and evidence, effectively integrated and correctly cited. | Supports arguments with appropriate evidence, although integration and citation may be inconsistent. | Provides limited or weak evidence to support arguments, with inconsistent citation. | Does not provide sufficient evidence to support the arguments or fails to cite sources properly. |

**ISW 2. Essay «The Impact of Food Choices on the Environment»**

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| Criterion | "Excellent" 20-25% | “Good” 15-19% | “Satisfactory” 10-14% | “Unsatisfactory” 0-9% |
| Understanding of the topic | Demonstrates a comprehensive understanding of food choices on environment, including supportive factors. | Shows a good understanding of the topic, discussing the environmental impact of food choices, but may not be deep enough or complete in the analysis. | Demonstrates a basic understanding of the topic, but may not be deep enough in discussing the intricacies of the impact food choices on environment. | Shows limited understanding of the topic, significant gaps in knowledge and understanding of the given topic. |
| Analysis and Evaluation | Provides tthorough analysis of the environmental impacts stemming from various dietary preferences, backed up by well-chosen evidence and examples. | Offers an analysis of the of food choices' environmental impact on society, supported by relevant evidence, although there may be a lack of depth or consistency. | Provides some analysis of food choices' environmental impact, but there may be a lack of depth or originality in the analysis. | Offers little to no analysis of the given theme or relies heavily on unsupported claims. |
| Organization and structure | Essay is well-structured with a clear introduction, body paragraphs, and a concise conclusion. | The essay is mostly well structured with clear sections and transitions, although there may be minor problems in the organization. | The essay lacks clear organization, with scattered or unclear sections. | The essay does not have a clear structure and can be difficult to read. |
| Clarity and coherence | The essay is clear, concise and easy to understand, effectively conveying complex ideas. | The essay is generally clear and understandable, with some minor problems that do not interfere much with understanding. | The essay is somewhat unclear, making it somewhat difficult to follow. | The essay is unclear, confusing, or contains many errors that make it difficult to understand. |
| Use of Evidence | Supports arguments with reliable sources and evidence, effectively integrated and correctly cited. | Supports arguments with appropriate evidence, although integration and citation may be inconsistent. | Provides limited or weak evidence to support arguments, with inconsistent citation. | Does not provide sufficient evidence to support the arguments or fails to cite sources properly. |

**ISW 3. Group presentation "The Power of Words in the Digital Era"**

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| Criterion | "Excellent" 20-25% | “Good” 15-19% | “Satisfactory” 10-14% | “Unsatisfactory” 0-9% |
| Understanding of the Topic | Demonstrates a comprehensive understanding of the topic, discussing the topic with depth and clarity. | Shows a solid understanding of the topic. | Demonstrates a basic understanding of the topic, but may lack depth in discussing the topic. | Displays a limited understanding of the topic, with significant gaps in knowledge regarding the given topic. |
| Organization and Structure | Presentation is well-structured with a clear introduction, body, and conclusion. | Presentation has a logical flow with clear sections and transitions between topics. | Presentation lacks clear organization, transitions may be unclear. | Presentation lacks structure, making it difficult to follow or understand. |
| Engagement and Delivery | Delivery is engaging, confident, and captures the audience's attention throughout the presentation. | Delivery is mostly engaging, with clear articulation and appropriate use of visuals to enhance understanding. | Delivery may lack enthusiasm or confidence, with some issues in engagement with the audience. | Delivery is monotonous, lacks enthusiasm, or shows significant issues in articulation, leading to disinterest of the audience. |
| Project defense, team work | Informative presentation, high quality visual effects, slides, high engagement with the audience, excellent team work. | Good engagement, good quality of visuals, slides and other materials, good level of team work. | Satisfactory level of engagement, satisfactory quality of slides, satisfactory level of team work. | Low level of engagement, low quality of slides, poor level of individual/team work. |

**Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ B.U.  Dzholdasbekova**

**Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ R.A. Avakova**

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ T Konyrbekova**