

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

ID and the name of the 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)		
ID 100258 Business correspondence in a foreign language	ISW 4	0	6	0	6	7

**ACADEMIC INFORMATION ABOUT THE COURSE**

Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform of final control
Off-line	University component basic discipline	-	Solving practical problems, situational tasks	Testing SDS MOODLE Test
Lecturer - (s)	Smagulova A.S.			
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Assistant - (s)				
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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) (for each LO at least 2 indicators)
The purpose of the discipline is to master the skills of reading, translating and listening to foreign language texts in the specialty, as well as acquiring the skills and abilities to compose questions and answer them. As a result of studying this discipline, the student should be able to explain grammatical and lexical constructions in various communicative situations in the foreign language being studied.	1. develops the skills of linguistic discursive, social competence in the field of English-speaking and socio-political discussion	1.1 knows basic phonetic and grammatical norms that allow the use of a foreign language as a means of communication; 1.2 basic speech norms necessary for business communication
	2. communicate orally and in writing in English to solve problems of interpersonal and intercultural interaction;	2.1 use etiquette forms of communication at the level of social and business contact; 2.2 to carry out professional communication in a foreign language;
	3. find information in lexicographic sources, reference, special literature and websites;	3.1 applies skills and abilities to recognize upper-intermediate professional terms in authentic texts; 3.2 analyzes the style of various types of documents and laws of international law;
	4. use different types and forms of business correspondence in a foreign language;	4.1 develops speaking skills using professional 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. use requirements to the design of correspondence and other foreign documentation on the classification of international partner contacts	5.1 extracts the necessary information from foreign sources and formalize it in the form of a translation, abstract, annotation;

	5.2prepares correspondence and other foreign documentation in a foreign language using the classification of international partner contacts;
<b>Prerequisites</b>	<b>Foreign language in international activity – part 2 (English)</b>
<b>Postrequisites</b>	<b>Basics of oral translation</b>
<b>Learning resources**</b>	<p><b>Main literature:</b></p> <ol style="list-style-type: none"> <li>1. Деловая переписка Business English. М. Sokolova T.G. Business correspondence. Minsk, 2022-180с.;</li> <li>2. Ағылшын тілінде іскерлік хат алмасу Смагулова А.С., Борибаева С.Б. Оқу құралы Алматы: Қазақ университеті, 2020. – 162 б;</li> <li>3. Business correspondence А.С. Жапарбекова Алматы Қазақ университеті 2020-100б;</li> <li>4. Деловая переписка. Бондарь, И. В. Практическое руководство. — Москва: Издательство "Финансы и статистика", 2019. — 250 с.</li> <li>5. Karipbayeva G.A., Makisheva M.K. English for Students of International Relations: educational manual, 2019-100 p.</li> <li>6. Основы делового общения Долинская, Е. А.. — Санкт-Петербург: Питер, 2018. — 300 с.</li> <li>7. Деловая коммуникация: теория и практика Михайлова, Т. А.. — Москва: Высшая школа, 2019. — 310 с</li> <li>8. Деловая корреспонденция на английском языке. Учебное пособие для вузов/сост. С.В. Неро, М.И. Ветрова. – Н. Новгород: ННГАСУ, 2018. – 113с.</li> <li>9. Borisenko I.I., Evtoushenko L.I. English in International Instruments. Moscow, 2015;</li> <li>10. Современная деловая переписка. Гусева, Н. Н.— Москва: Инфра-М, 2016. — 280 с.</li> <li>11. Этика делового общения Никифоров, С. И.. — Казань: Казанский университет, 2017. — 220 с.</li> </ol> <p><b>Additional literature</b></p> <ol style="list-style-type: none"> <li>12. English. TED Tasks: textbook. М: MGIMO University, 2019, p. 142.</li> <li>13. Business Correspondence in English: Samples and Tasks :учеб- ное пособие поведению деловой переписки на английском языке / [авт.-сост.: М.Н. Горанская, Е.Г. Васильева, Р.Г. Головчанская]; Карельский филиал РАНХиГС. – Петрозаводск : КарНЦРАН, 2019. – 171 с.;</li> <li>14. Mann M., Taylore-Knowles S. Destination: B1, B2 Grammar &amp; Vocabulary. Macmillan, 2013, 255 p., 258 p.</li> <li>15. Clanfield, L. Global: Upper-Intermediate coursebook: textbook / Macmillan, 2013.</li> <li>16. Borisenko I.I., Evtoushenko L.I. English in International Instruments. Moscow, 2010.</li> </ol> <p><b>Textbooks and manuals</b></p> <ol style="list-style-type: none"> <li>17. Чекаленко, В. П. Деловая речь: Учебное пособие. — Москва: Юрайт, 2020. — 240 с.</li> <li>18. Зимина, И. С. Деловая переписка для начинающих. — Москва: Эксмо, 2021. — 180 с.</li> <li>19. Лисовский, В. Н. Деловая коммуникация. — Москва: Наука, 2019. —260 с.</li> </ol> <p><b>Internet resources:</b></p> <p><a href="https://www.un.org/en/">https://www.un.org/en/</a>  <a href="https://www.bbc.co.uk">https://www.bbc.co.uk</a>  <a href="http://www.multitran.com/">www.multitran.com/</a>  <a href="https://www.lingvolive.com/en-us">https://www.lingvolive.com/en-us</a>  <a href="http://www.ozdic.com">http://www.ozdic.com</a>  <a href="https://www.oxfordlearnersdictionaries.com/">https://www.oxfordlearnersdictionaries.com/</a>  <a href="https://dictionary.cambridge.org">https://dictionary.cambridge.org</a>  <a href="https://www.coursera.org">https://www.coursera.org</a>  <a href="https://app.memrise.com/">https://app.memrise.com/</a>  <a href="https://www.ted.com">https://www.ted.com</a>  <a href="https://www.e-ir.info">https://www.e-ir.info</a></p>

**Academic course policy**

The academic policy of the course is determined by the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University. 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 IWS, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments.

**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.

**Academic 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" , "Instructions for the final control of the autumn / spring semester of the current academic year" , "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 counseling assistance by phone / e-mail [aigerim\\_0715@mail.ru](mailto:aigerim_0715@mail.ru) video link in MSTEams or ZOOM <https://us04web.zoom.us/j/77657496575?pwd=mln8f20Fta0Otw4nXjplZ5hMxORuNZ.1>

**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	<p><b>Criteria-based assessment</b> 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 lectures</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> </tbody> </table>	Formative and summative assessment	Points % content	Activity at lectures	5	Work in practical classes	20	Independent work	25
Formative and summative assessment	Points % content											
Activity at lectures	5											
Work in practical classes	20											
Independent work	25											
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									

	1.67	60-64		Design and creative activity	10
D+	1.33	55-59		Final control(exam)	40
D	1.0	50-54		TOTAL	100
FX	0,5	25-49	Unsatisfactory		
F	0	0-24			

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 Business correspondence</b>			
1	<b>PC 1 Unit 1 Letter structure</b> Grammar: Vocabulary and grammar revision News Round –up. Rendering and Commenting of a newspaper article on the current global issues.	4	8
2	<b>PC 2 Types of letters</b> Grammar: Vocabulary and grammar revision News Round –up. Rendering and Commenting of a newspaper article on the current global issues. IWST 1. Consultations on the implementation IWST1	4	8
3	<b>PC 3 Business correspondence</b> Grammar: Vocabulary and grammar revision News Round –up. Rendering and Commenting of a newspaper article on the current global issues.	4	8
4	<b>PC 4 Peculiarities of business correspondence by e-mail</b> Grammar: Vocabulary and grammar revision News Round –up. Rendering and Commenting of a newspaper article on the current global issues. IWS1. Structure of the letter (presentation, research projects, creative projectsbook reports or literature reviews)	4	8 20
<b>MODULE 2 Correspondence at work</b>			
5	<b>PC 5 Abbreviations in Business Correspondence</b> Grammar: Vocabulary and grammar revision News Round –up. Rendering and Commenting of a newspaper article on the current global issues. IWST 2. Consultations on the implementation IWST2	4	8
6	<b>PC 6 Correspondence for job-hunting</b> Grammar: Vocabulary and grammar revision News Round –up. Rendering and Commenting of a newspaper article on the current global issues. IWST 3 Consultations on the implementation of IWST3	4	8
7	<b>PT 7 Correspondence at work</b> Grammar: Vocabulary and grammar revision News Round –up. Rendering and Commenting of a newspaper article on the current global issues. IWS 2. Correspondence at work (presentation, research projects, creative projectsbook reports or literature reviews) Midterm control I	4	12 20 100
<b>MODULE 3 Business documents</b>			
8	<b>PC 8 Contracts and their performance</b> Grammar: Vocabulary and grammar revision News Round –up. Rendering and Commenting of a newspaper article on the current global issues. IWST 4. Consultations on the implementation of IWST4	4	7
9	<b>PC 9 Transport Documents, Bills of Lading</b> Grammar: Vocabulary and grammar revision News Round –up. Rendering and Commenting of a newspaper article on the current global issues. IWS 3. Contracts and their performance (presentation, research projects, creative projectsbook reports or literature reviews)	4	7 20

10	<b>PC 10 Bank Documents</b> Grammar: Vocabulary and grammar revision News Round –up. Rendering and Commenting of a newspaper article on the current global issues.	4	7
<b>MODULE4 Types of Documents</b>			
11	<b>PC 11 Types of documents</b> Grammar: Vocabulary and grammar revision News Round –up. Rendering and Commenting of a newspaper article on the current global issues.	4	7
	IWST 5 Consultations on the implementation of IWST 5		
12	<b>PC 12 Financial documents</b> Grammar: Vocabulary and grammar revision News Round –up. Rendering and Commenting of a newspaper article on the current global issues.	4	8
	IWST 6. Consultations on the implementation of IWST 6		
13	<b>PC 13 Electronic Correspondence and Documents</b> Grammar: Vocabulary and grammar revision News Round –up. Rendering and Commenting of a newspaper article on the current global issues.	4	8
14	<b>PC 14 Diplomatic Correspondence</b> Grammar: Vocabulary and grammar revision News Round –up. Rendering and Commenting of a newspaper article on the current global issues.	4	8
	IWST 7 Consultations on the implementation of IWST 7		
15	<b>PC 15 Legal documents</b> Grammar: Vocabulary and grammar revision News Round –up. Rendering and Commenting of a newspaper article on the current global issues.	4	8
	IWS 4. Financial documents (presentation, research projects, creative projectsbook reports or literature reviews)		20
<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 \_\_\_\_\_

Delovarova L.F

/Head of Diplomatic Translation Department \_\_\_\_\_

Seidikenova A.S.

Chair of the Academic Committee

on the Quality of Teaching and Learning \_\_\_\_\_

Yerimpasheva A.T.

Lecturer \_\_\_\_\_

Smagulova A.S.



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

Criteria	«Excellent» 25-30%	«Good» 20-20%	«Satisfactory» 15-20%	«Unsatisfactory» 0 – 15%
Clarity of the purpose and objectives of the presentation	The purpose and objectives are clearly formulated, understandable to all audience members, leaving no doubt.	The purpose and objectives are expressed, but may be somewhat vague or unclear.	The purpose and objectives are not clearly formulated, making it difficult to understand the main intention.	There is a lack of a clear statement of the purpose and objectives of the presentation.
Lexical and grammar competence	Relevant lexical and grammatical structures are actively and correctly used.	Relevant lexical and grammatical structures are used partially and correctly, with some errors.	A few relevant lexical and grammatical structures are used, with several mistakes.	No relevant lexical or grammatical structures are used, with many errors.
Analysis skills and presentation of main ideas	In-depth analysis of main ideas, detailed presentation of material with additional aspects, and effective visual aids (photos, diagrams, etc.).	Good analysis with presentation of key aspects, but lacking details or specific examples. Some visual tools are used.	Limited analysis of main ideas and presentation of fragmentary information. Few visual tools are used.	Lack of analysis, presentation is superficial and unintelligible. Only text is included, with no visual aids.
Relevance and accuracy of the information provided	All information is complete, accurate, relevant, and fully consistent with the topic.	Information is presented in general, with minor gaps or inaccuracies. Partially relevant to the topic.	Significant omissions or inaccuracies in the information. Most parts of the presentation are irrelevant.	Information is fragmentary and does not meet the requirements of the assignment. No relevance to the topic at all.
Public speaking skills	Confident, professional performance with excellent use of voice, gestures, and audience engagement. Excellent diction and pronunciation.	Speaking is effective, but some improvements are needed in communication skills. Good diction with some phonetic errors.	Public speaking skills require major improvements. Poor diction and pronunciation with numerous errors.	Performance is unsuccessful, making it difficult for the audience to understand and engage.
Critical thinking skills and own judgement	Presentation contains deep and original conclusions, demonstrating clear critical thinking.	Main conclusions and critical thinking are present but could be improved.	Conclusions are present but limited and may require additional development. Poor critical thinking skills.	Lack of own conclusions and recommendations.