**SYLLABUS**

## for educational program “6B03104 International relations

## 2024-2025 academic year fall semester

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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)** |
| **50****“Foreign Language”**  | 4 | - | 3 |  | 5 | 6 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** |
| **Learning Format** | **Cycle,****component** | **Lecture** **types** | **Types** **of practical classes** | **Form and platform final control** |
| *Offline* | Basic course of university component, | - | discussion, problem-solvingflipped classroom | Oral form in Univer  |
| **Lecturer - (s)** | Karipbayeva Gulnar Alipbayevna |
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| **Assistant - (s)** | - |
| **e-mail :** | - |
| **Phone :** | - |
| **ACADEMIC COURSE PRESENTATION** |
| **Purpose****of the course** | **Expected Learning Outcomes (LO) \***  | **Indicators of LO achievement (ID)** |
| Purpose: to form the improvement of knowledge of foreign language communicative competence. The main methods of speech skills and foreign language communication skills are considered as a basis for the development of communicative competence; implementation of acquired speech skills in the process of searching, selecting and using material in English. | 1. To understand basic 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; |
| 1.2 explains the main idea and themes of authentic texts related to professional activities; |
| 2. To interpret upper-intermediate professional texts including news articles, international documents; | 2.1 interpret professional texts using basic terminology; |
| 2.2 able to work efficiently with international documents, news articles and other professional texts; |
| 3. To apply skills and abilities to recognize basic professional terms and academic grammar structures in authentic texts; | 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. To develop skills in all aspects of speech activity: speaking, listening, reading and writing; | 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. 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. | 5.1 able to analyze main strategies for working with professional texts. |
| 5.2 able to discuss main professional issues, express their opinion and prove their points of view. |
| **Prerequisites** | Professionally-oriented foreign language: part 1 (English) |
| **Postrequisites** | Foreign language in International Activity |
| **Learning Resources** | **Literature:** **Main**1Bocharova E.P., Sviridyuk. English for students of International relations. 2020**Additional**1. Вorisenko I.I., Evtoushenko L.I. English in International Instruments. Moscow, 2015
2. Kubyas L.N., Kudachkina I.V. English for experts in international relations: teaching manual, 2014, 554 p.
3. Cunningham S., Moor P. New Cutting Edge: Upper -Intermediate, Advanced: student’s book, teacher’s book, workbook. - Longman, 2013.
4. Jones, M. Straightforward. Upper-Intermediate: Student’s Book, Workbook / Macmillan, 2013.
5. Clanfield, L. Global: Upper-Intermediate coursebook: textbook / Macmillan, 2013.
6. Yanitskaya. English in diplomacy,2015.
7. Karipbayeva G.A., Makisheva M.K. English for Students of International Relations: educational manual, 100 p., 2020. <https://read.kz/book/show/3213.pdf>
8. Givental I.A. How to say it in English? Moscow, Flinta, Nauka, 2017.
9. The UN official website: <https://www.un.org/en/>
10. TED Talks: [https://www.ted.com](https://www.ted.com/)
11. CNN News: [https://edition.cnn.com](https://edition.cnn.com/)
12. BBC News: [https://www.bbc.co.uk](https://www.bbc.co.uk/)
13. English-Russian Online Dictionary: [www.multitran.com/](http://www.multitran.com/)
14. English-Russian Online Dictionary: <https://www.lingvolive.com/en-us>
15. Collocation Online Dictionary: [http://www.ozdic.com](http://www.ozdic.com/)
16. Oxford Comprehensive Online Dictionary: <https://www.oxfordlearnersdictionaries.com/>
17. Cambridge Comprehensive Online Dictionary: [https://dictionary.cambridge.org](https://dictionary.cambridge.org/)
18. [www.business-english.com](http://www.business-english.com/)

[www.better-english-test.com](http://www.better-english-test.com/)**Research laboratories:****Internet resources:**17. The UN official website: <https://www.un.org/en/> 19. TED Talks: <https://www.ted.com>20. CNN News: <https://edition.cnn.com>21. BBC News: <https://www.bbc.co.uk>22. English-Russian Online Dictionary: [www.multitran.com/](http://www.multitran.com/)23. English-Russian Online Dictionary: <https://www.lingvolive.com/en-us> 24. Collocation Online Dictionary: <http://www.ozdic.com> 25. Oxford Comprehensive Online Dictionary: <https://www.oxfordlearnersdictionaries.com/> 26. Cambridge Comprehensive Online Dictionary: <https://dictionary.cambridge.org>27. FutureLearn platform courses <https://www.futurelearn.com/> * Forensic psychology <https://www.futurelearn.com/courses/forensic-psychology>
* Introduction to criminology <https://www.futurelearn.com/courses/criminology-and-crime>

28. Coursera platform <https://www.coursera.org/>29. E-International Relations <https://www.e-ir.info/> |

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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 counseling assistance by e- mail a.alipbayeva@gmail.com or via video link in MS Teams Meeting ID: 471 903 392 468, Passcode: hpkDfr*.***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 | Activity at lecturesn | - |
| C+ | 2.33 | 70-74 | Work in practical classes | 30 |
| C | 2.0 | 65-69 | Satisfactorily | Independent work | 20 |
| C- | 1.67 | 60-64 | Design and creative activity | 10 |
| D+ | 1.33 | 55-59 | Unsatisfactory | Final control (exam) | 40 |
| D | 1.0 | 50-54 | TOTAL | 100 |
| **Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.** |

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| **A week** | **Topic name** | **Number of hours** | **Max.****ball** |
| **MODULE 1 Module 1 Introduction to the profession in a foreign language**  |
| **1** | **ПЗ1: Food: fuel or pleasure****Lexical materials:** food and restaurants;**Grammar:** present simple and continuous; action and non-action verbs **Writing:** Describing a person**Reading. Aim:** challenging tasks which help the students to read better.**Speaking. Aim:** topics that will arouse their interest.p4-7**Reading:**to read and discuss a special text , making | 4 | 9 |
| **2** | **ПЗ 2: If you really want to win, cheat.****Grammar:** past tenses: simple, continuous, perfect;**Text:** When you hear the final whisle.**Reading. Aim:** challenging tasks which help the students to read better.**Speaking. Aim:** topics that will arouse their interest.p8-11Reading special texts, translation, learning terminology, making presentations. | 4 | 9 |
| **IWST 1 Consultation on the implementation of IWS 1** | **1** |  |
| **3** | **ПЗ3: We are family.****Grammar:** future forms: going to, present continuous, will/shall; **Reading. Aim:** challenging tasks which help the students to read better.**Speaking. Aim:** topics that will arouse their interest.pp12-15(1-C)**Reading:** Aim**:** to read and discuss a special text, translate , learn terminology, making presentations.ISW 1: How do we define diplomacy? | 4 | 9 7 |
| **4** | **Revise and check:** What do you remember?What can you do? (p-18)**Reading. Aim:** challenging tasks which help the students to read better.**Reading:** Aim**:** to read and discuss a special text, translate, make presentations, learning terminology.An auxiliary verb in the *Perfect Tenses***Topic:** I study at KazNU.**ISW 2:** What are the main functions of diplomacy? | 4 | 9 |
| **5** | **ПЗ: Ka-ching!****Grammar:** present perfect and past simple;**Text:** My life without money.**Reading. Aim:** challenging tasks which help the students to read better.**Speaking. Aim:** to practice using active words and word-combinations.p20-23 (2-A)**Reading:** Aim**:** to read and discuss a special text, translate, make presentations, learn terminology | 4 | 9 7 |
| **6** | **ПЗ 6: Changing your life.****Grammar:** present perfect continuous:**Practical English:** In the office(p-32)**Writing:** Telling a story (p-33)**Reading:**  to read and discuss a special text; making a presentation**Topic:** The Great Scientists.**Translation:** Work on a professionally-oriented text (key words, translation, making a summary)  | 4 | 9 |
| **7** | **ПЗ:** checking the knowledge of basic grammar, vocabulary, making a presentation .**Writing a progress test №1****ISW 3:** 5 main functions of diplomacy. | 4 | 9 7 |
| **IWST 3. Consultations on the implementation of** **IWS 2**  | 1 | **84** |
| **IWS 2.** Midterm control assignments |  | 16 |
| **Midterm control 1** | **100** |
| **8** | **ПЗ8: Race to the sun.** **Grammar:** comparatives and superlatives;Aim: Presentation and consolidation.**Vocabulary:** transport and travel(how long +take).**Reading. Aim:** to read and discuss the given text.**Text:** Race to the sun.p28-31 (2-C)**Revise and check:** What do you remember?What can you do? (p-34) | 4 | 9 |
| **IWST 4. Consultations on the implementation of** **IWS 3** | 1 |  |
| **9** | **ПЗ 9: Modern manners.** **Grammar:** must, have to, should(obligation);**Text:** Culture shock.**Reading. Aim:** to read and discuss the given text.**Speaking. Aim:** to practice of using active words and word-combinations.**Reading:** Aim**:**  to read and discuss a special text, doing translation exercises, putting questions, retelling.English for Physicists, Л,Е,Cтраутман, Ш.Б.Гумарова и др.**SSW 4:** What is the role of a diplomat? | 4 | 9 7 |
| **10** | **ПЗ10: Judging by appearances.** **Grammar:** must, may, might, can’t(deduction);**Vocabulary. Aim:** practice the vocabulary in class and provide a clear reference bank.**Text:** Do I really look like this?**Reading. Aim:** to read and discuss the given text.**Vocabulary:** describing people (look or look like) **SSW:** English Grammar in Use, Raymond Murphy Units 28-29,30-31 | 4 | 9 |
| **11** | **ПЗ11: . If at first you don’t succeed.****Grammar:** can, could, be able to(ability and possibility);Aim: Presentation and consolidation.**Reading. Aim:** to read and discuss the given text.**Text:** Never give up.**Reading. Aim:** to read and discuss the given text.p44-47 **Reading:**to read and discuss special text; putting questions, translation, retelling , making presentations.SSW 5: Diplomatic immunity | 4 | 9 7 |
| **IWS 3 Presentation “Crowdfunding campaign for creative arts in Kazakhstan”** |  |  |
| **12** | **ПЗ12: Back to school, aged 35** **Grammar:** first conditional and future time clauses + when, until, etc;**Text:** So school these days is easy?**Reading. Aim:** to read and discuss the given text.**Speaking. Aim:** to practice using active words and word-combinations.**Reading. Aim:** to read and discuss special text, putting questions and giving answers, translation.**SSW:** English Grammar in Use, Raymond Murphy Units 38-39 | 4 | 9 |
| **13** | **ПЗ 13: In an ideal world…** **Grammar:** second conditional;Aim: Presentation and consolidation.**Vocabulary:** houses.**Reading. Aim:** to read and discuss the given text.**Text:** Houses you’ll never forget.**Reading. Aim:** to read and discuss special text.**Reading:** Lesson 14. В.М. Turasheva English for Physicists (Kazakh Department)SSW № 4**Translation:** Work on a professionally-oriented text (key words, translation, making summary) English for Physicists, Л,Е,Cтраутман, Ш.Б.Гумарова и др.Қазақ Университеті | 4 | 9 7 |
| **IWST 5. Consultation on the implementation** **of IWS 4.** | 1 |  |
| **14** | **ПЗ14: In an ideal world…** **Grammar:** second conditional;Aim: Presentation and consolidation.**Vocabulary:** houses.**Reading. Aim:** to read and discuss the given text.**Text:** Houses you’ll never forget.**Reading. Aim:** to read and discuss special text.**Reading:** Lesson 14. В.М. Turasheva English for Physicists (Kazakh Department)SSW 6 Diplomatic immunity | 4 | 9 |
| **15** | **ПЗ15:** Final control work on Negotiations and \diplomacy**Big news**-a very vital news prepared by one student.3. News Round –up**.** Rendering and Commenting of a newspaper article on the current global issues | 4 | 9 |
| **IWS 4.** **Conducting final term assessment** |  | 84+16 |
| **Midterm control 2** | **100** |
| **Final control (exam)** | **100** |
| **TOTAL for course** | **100** |

**Dean of International Relations Faculty Sairambayeva Zh.T.**

**Chairperson of the Academic Committee on**

**Quality of Learning and Teaching Yerimpasheva A.T.**

**Head of Diplomatic Translation Department Murzagaliyeva M.K.**

**Senior Lecturer Karipbayeva G.A.**

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

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| **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 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. |