**SYLLABUS**

**Fall semester 2023-2024 academic year**

**Educational program "\_\_\_\_\_"**

The total volume of the syllabus is not more than 5-6 pages, not counting the IWS assessment rubricators.

Font Times New Roman, size 10.

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| **ID**  **and name**  **of course** | **Independent work**  **of the student**  **(IWS)**  *Enter IWS, IWM, IWD*  *depending on the level of education* | | **Number of credits** | | | **General**  **number**  **of credits** | **Independent work**  **of the student**  **under the guidance**  **of a teacher (IWST)**  *Submit IWST, IWMT, IWDT depending on the level*  *of education* |
| **Lectures (L)** | **Practical classes (PC)** | **Lab. classes (LC)** |
|  | The number of IWS is 2-5. | |  |  |  |  | The number of  IWST is 6-7.  This is a teacher's guide.  for the preparation of the IWS. |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | | |
| **Learning Format** | **Cycle,**  **component** | **Lecture**  **types** | | **Types**  **of practical classes** | | **Form and platform final control** | |
| *Choose*  *Offline/online/*  *hybrid* |  |  | |  | | Specify the form and platform of the exam | |
| **Lecturer - (s)** | Tulegen Asylbekovich Merkibayev | | | | |
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| **Phone :** | 87472679419 | | | | |
| **Assistant - (s)** |  | | | | |
| **e-mail :** |  | | | | |
| **Phone :** |  | | | | |
| **ACADEMIC COURSE PRESENTATION**  Compile LO according to cognitive (1-2), functional (2-3), systemic (1-2) competencies, total 4-5.  LO at the undergraduate level should reflect the academic skills of students, formed through educational project research.  LOs at the master's and doctoral levels must demonstrate involvement in research work:  the ability to conduct research and disseminate its results.  The types and number of competencies (out of 5) are compiled taking into account the level of education. | | | | | | | |
| **Purpose**  **of the course** | **Expected Learning Outcomes (LO) \***  Describe what is the result of studying the course  the student will be able to: | | | | | **Indicators of LO achievement (ID)**  Demonstrated ability to use knowledge, skills, abilities  in learning and practice,  which students will be able to demonstrate in LO (at least 2 per LO) | |
|  | 1. Start the formulation with a verb in an indefinite form, based on:  * LO on the educational program; * descriptors corresponding to the level of education; * Bloom's taxonomy. | | | | | * 1. The competency indicator should describe the completed activity. Accordingly, it is formed in the categories "knows", "can", "owns". | |
| 1.2ID 1.1 predict outcomes, infer links and connections between events  ID 1.2 understand the key information, detect main idea, identify supporting ideas, exemplification  ID 1.3 take notes while listening | |
| 2. **LO 1 Listening:**   * understand the main meanings of a sounding educational text or utterance based on knowledge and understanding of the lexical, grammatical and pragmatic systems of the language;   build meanings into a single content of the text / statement in relation to its functional orientation | | | | | ID 2.1 initiate dialog interaction on the educational situation in the context of a specific speech strategy; respond correctly to the statements of other students; | |
| 2.2 ID 2.2 present your point of view on the problems of educational situations in a reasoned manner, using the factual content of the text; | |
| 3. **LO 2 Speaking:**   * discuss the content of the educational text, present your own point of view with arguments; * build your own behavioral program in everyday and educational situations;   correctly use the lexical-grammatical and pragmatic types of knowledge in generating your own speech. | | | | | 3.1 structure and signpost a short presentation | |
| 3.2 use information to support and justify opinion | |
| 4. **LO 3 Reading and writing:**   * interpret the main content of the educational text based on a deep understanding of its key meanings in written and spoken language; * develop models (structural, structural-semantic, pragmatic, cognitive) for understanding and presenting the content of the educational text;   use different types of text (descriptions, narration, reasoning) to solve the assigned educational tasks; | | | | | 4.1 predict the content of the text | |
| 4.2 skim a text to understand its main idea, style, and purpose | |
| 5. **LO 4**  Correct use of system of lexical-grammatical and pragmatic language skills, and knowledge of text types to implement their own training needs and communication | | | | | 5.1 make a presentation/project on the given topics | |
| 5.2 deliver the presentation, prove the point of view | |
| **Prerequisites** | Level B1 Intermediate\IELTS 4.5 | | | | | | |
| **Postrequisites** | Level B2+ Upper-Intermediate\IELTS 5.5 | | | | | | |
| **Learning Resources** | **Required literature:**  1. Sam McCarter, Oxford English for careers. Medicine 1, Student’s book. Oxford University Press, 2015  2. Raymond Murphy *English Grammar in Use. A self-study reference and practice book for Intermediate learners of English.* 5th edition (2019): Cambridge University Press  3. Glendinning Eric H., Howard Ron. Professional English in Use. Medicine. Cambridge University Press. 2018  4. MOOK distance Courses English for Healthcare futurelearn.com <https://www.futurelearn.com/courses/english-for-healthcare>  **Supplementary literature:**   1. Christina Latham-Koenig, Clive Oxenden, Jerry Lambert *English File* 4th edition Student’s e-Book 2019 Oxford. 2. Christina Latham-Koenig, Clive Oxenden, Jerry Lambert with Jane Hudson *English File 4th edition*   Workbook 2019 Oxford.   1. Academic Writing from Paragraph to Essay by Dorothy E. Zemach & Lisa A. Rumisek. Macmillan 2005 2. Dictionary of Medical terms 4th edition A&С Black London 2007 3. Eric H. Glendinning, Beverly A.S. Holmstrom 3rd edition English in Medicine Cambridge Professional English 2010. 4. Chabner, Davi-Ellen Medical terminology: a short course, ISBN: 978-1-4377-3440-9 Sixth edition 2009   IELTS 15 (2020). Practice tests. General and Academic. | | | | | | |

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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 phone / e- mail enter *teacher's contacts* or via video link in MS Teams *enter a permanent link to the meeting.*  **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**  The teacher introduces his own types of assessment or uses the proposed option | **Points % content**  The teacher enters his score into points in accordance with the calendar (schedule).  The exam does not change  and the final score in the course. |
| B- | 2.67 | | 75-79 | Activity at lectures | 5 |
| C+ | 2.33 | | 70-74 | Work in practical classes | 20 |
| C | 2.0 | | 65-69 | Satisfactorily | Independent work | 25 |
| 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 Presenting complaints**  **Number of modules, title of topics, number of IWS,**  **the distribution of components by week is determined by the teacher, the assessment of knowledge is determined by**  **compiler of the syllabus.** | | | |
| **1** | **L 1. Unit 1 Presenting complaints** |  |  |
| **Seminar 1.** Dr Gillian Henderson – cardiologist |  |  |
| **PC 1.** Language spot: Asking short and gentle questions |  |  |
| **2** | **L 2. Unit 1 Presenting complaints** |  |  |
| **PC 2.** Understanding culture: interpreting body  language |  |  |
| **LC 2.** Tenses in the presenting complaint |  |  |
| **IWS P 1.** Consultations on the implementation of **IWST 1**  **Culture Project** |  |  |
| **3** | **L 3. Unit 2** **Working in general practice** |  |  |
| **PC 3.** Short questions in the general history |  |  |
| **LC 3.** Understanding culture: Research into general practice in the UK |  |  |
| **IWST 1. Culture Project** |  |  |
| **4** | **L 4.** Reading: Social factors in general practice |  |  |
| **PC 4.** Speaking: GP statistics Case history role-play Writing: A referral letter |  |  |
| **LC 4.** Language spot: Present Perfect and Past Simple |  |  |
| **5** | **L 5. Unit 3 Instructions and procedures** |  |  |
| **PC 5.** Dr Franco Carulli - newly qualified  doctor |  |  |
| **LC 5.** Preparation for carrying out a procedure |  |  |
| **MODULE 2 Instructions and procedures** | | | |
| **6** | **L 6.** Reading: Direct Observation of Procedural Skills |  |  |
| **PC 6.** Speaking: Explaining a process(hand washing) Explaining a procedure Case presentation |  |  |
| **LC 6.** Language spot: Giving instructions Explaining procedures Making polite requests |  |  |
| **IWST 2.** Consultations on the implementation of **IWS 2** Essay ‘Al Farabi University’ |  |  |
| **7** | **L 7. Unit 4 Explaining and reassuring** |  |  |
| **PC 7.** Research into complications |  |  |
| **LC 7.** Listening: Patient care Explaining a gastroscopy Emphasis Discussing complications |  |  |
| **IWST 2.** Explaining procedures Acknowledging  visual cues |  |  |
| **Midterm control 1** | | | **100** |
| **8** | **L 8. Unit 4 Explaining and reassuring** |  |  |
| **PC 8.** Writing: An explanation of possible complications |  |  |
| **LC 8.** Language spot: Explaining procedures with the Present Passive and be going to future |  |  |
| **IWST 3.** Consultations on the implementation of **IWS 2** Grammar and vocabulary revision |  |  |
| **9** | **L 9. Unit 5 Dealing with medication p.36** |  |  |
| **PC 9.** Joyce Carne - nurse practitioner |  |  |
| **LC 9.** Prescribing drugs in hospital. Research into clinical incident reporting. |  |  |
| **IWST 2.** Consultation on IWS 3. Health problems |  |  |
| **10** | **L 10. Unit 5 Dealing with medication p.36** |  |  |
| **PC 10.** Reading: Concordance |  |  |
| **LC 10.** Speaking: A drug chart. Explaining medications. |  |  |
| **IWST 4.** Consultation on the implementation **of IWS 3** Health problems |  |  |
|  |  |  |
| **MODULE 3 Lifestyle** | | | |
| **11** | **L 11.** Sympathy and empathy |  |  |
| **PC 11.** Research in medicine |  |  |
| **LC 11.** Listening: Family history and social history. Being sympathetic. |  |  |
| **IWST 3.** Overweight and obesity |  |  |
| **12** | **L12. Online course English for Healthcare** |  |  |
| **PC 12.** Zaheer describes his health to a nurse ARTICLE |  |  |
| **LC 12.** Reading: Medication information leaflet |  |  |
| **With RO 3.** |  |  |
| **13** | **L 13. Unit 6 Lifestyle** p.50 |  |  |
| **PC 13.** Speaking: Making changes. Stress. Exam practice |  |  |
| **LC 13.** Writing: An email about dealing with stress |  |  |
| **IWST 5.** Consultation on the implementation **of IWST 4.** Language spot: Encouraging patients |  |  |
| **14** | **L 14. Unit 7 Parents and young children** p.66 |  |  |
| **PC 14.** Understanding why patients can appear vague. Asking and responding to open questions. Information web search: TWEAK |  |  |
| **LC 14.** Listening: Acknowledging verbal cues Appropriate responses |  |  |
| **15** | **L 15.** Healthcare roles in the community |  |  |
| **PC 15.** Reading: Barriers to prevention |  |  |
| **LC 15.** Speaking: Considering what the patient thinks. Dealing with a defensive patient |  |  |
| **IWST 4.** Extract from a mental state examination |  |  |
| **Midterm control 2** | | | **100** |
| **Final control (exam)** | | | **100** |
| **TOTAL for course** | | | **100** |

**Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT**

**CRITERIA EVALUATION OF LEARNING OUTCOMES**

Issued at the request of the teacher for each planned summative assessment (IWST)

**TEMPLATE**

**Task name** (points, % content from 100% MC, copy from the calendar (graphics) implementation of the content of the training course, methods of teaching and learning

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| --- | --- | --- | --- | --- |
| **Criterion** | **"Excellent"**  **Max. weight in %** | **"Good"**  **Max. weight in %** | **"Satisfactory"**  **Max. weight in %** | **"Unsatisfactory"**  **Max. weight in %** |
|  |  |  |  |  |

**Example 1. Written assignment "My professional history" (25% of 100% MC)**

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| --- | --- | --- | --- | --- |
| **Criterion** | **"Excellent"**  20-25% | **"Good"**  15-20% | **"Satisfactory"**  10-15% | **"Unsatisfactory"**  0-10% |
| **Understanding Theories**  **and concepts of professional identity and professionalism of a teacher** | Deep understanding of theories, concepts of professional identity and teacher professionalism. Relevant and relevant links (citations) to key sources are provided. | Understanding theories, concepts of professional identity and teacher professionalism. Links (citations) to key sources are provided. | Limited understanding of theories, concepts of professional identity and teacher professionalism. Limited references (citations) to key sources are provided. | Superficial understanding / lack of understanding of theories, concepts of professional identity and professionalism of the teacher.  Relevant references (citations) to key sources are not provided. |
| **Awareness of key issues of professional identity and professionalism of teachers in Kazakhstan** | Links well the key concepts of professional identity and teacher professionalism with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis). | Links the concepts of professional identity and teacher professionalism with the context of Kazakhstan. Supports arguments with evidence from empirical research. | Limited connection of the concepts of professional identity and professionalism of teachers with the context of Kazakhstan. Limited use of evidence from empirical research. | There is little or no connection between the concepts of a teacher's professional identity and the context of Kazakhstan. Little or no use of empirical research. |
| **Policy proposal or practical recommendations/suggestions** | Offers sound policy and/or practical recommendations, proposals for improving the professional identity and professionalism of teachers in Kazakhstan. | Offers some policy and/or practical recommendations, proposals for enhancing the professional identity and professionalism of teachers in Kazakhstan | Limited policy and practical recommendations. Recommendations are non-essential, not based on rigorous analysis, and are shallow. | Little or no policy and practice advice, or advice of very low quality. |
| **Letter,**  **APA style** | The writing demonstrates clarity, conciseness and correctness. Strictly follows the APA style. | The letter demonstrates clarity, conciseness and correctness. Basically follows the APA style. | The letter has some key errors and clarity needs to be improved. There are mistakes in following the APA style. | The writing is unclear, it is difficult to follow the content. Lots of mistakes in following the APA style. |

**Example 2. Group presentation "Teaching profession in Kazakhstan" (30% of 100% RK)**

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| --- | --- | --- | --- | --- |
| **Criterion** | **"Excellent"**  25-30% | **"Good"**  20-20% | **"Satisfactory"**  15-20% | **"Unsatisfactory"**  0 – 15% |
| **Understanding theories and concepts of the professional identity of the teacher and the teaching profession** | Deep understanding of theories, concepts of the professional identity of the teacher and the teaching profession. | Understanding theories, concepts of the professional identity of the teacher and the teaching profession. | Limited understanding of theories, concepts of the professional identity of the teacher and the teaching profession. | Superficial understanding / lack of understanding of theories, concepts of the professional identity of the teacher and the teaching profession. |
| **Awareness of key issues of the professional identity of the teacher and the teaching profession in Kazakhstan** | Competent correlation of the key concepts of the professional identity of the teacher and the teaching profession with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis). | There is a connection between the concepts of professional identity of a teacher and the teaching profession with the context of Kazakhstan. The arguments are backed by evidence from empirical research. | Limited correlation of the professional identity of the teacher and the concepts of the teaching profession with the context of Kazakhstan. Limited use of evidence from empirical research | Insignificant connection / lack of connection between the concepts of the teacher's professional identity and the context of Kazakhstan. Little or no empirical research is used. |
| **Pilot Study** | Excellent use of the results of pilot studies (interviews or surveys) in the presentation | Good use of the results of pilot studies (interviews or surveys) in the presentation. | Satisfactory use of the results of pilot studies (interviews or surveys) in the presentation. | Poor use of the results of pilot studies (interviews or surveys) in the presentation. |
| **Suggestion of policy or practical recommendations/suggestions** | Offers very good policy and/or practical advice or suggestions for improving the professional identity and teaching profession in Kazakhstan. | Offers some policy and/or practical recommendations or suggestions for improving the professional identity and teaching profession in Kazakhstan. | Limited policy and practical recommendations. Recommendations are non-essential, not based on rigorous analysis, and are shallow. | Little or no policy and practice advice, or advice of very low quality. |
| **Presentation,**  **teamwork** | Excellent, attractive presentation, excellent quality of visuals, slides, materials, excellent teamwork. | Good engagement, good quality visuals, slides or other materials, good teamwork. | Satisfactory level of involvement, satisfactory quality of materials, satisfactory level of teamwork. | Low engagement, low quality content, poor teamwork. |