**SYLLABUS**

**Fall semester 2023-2024 academic year**

**Educational program “6B04104 – World Economy”**

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| **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)** |
| **IYa50**  Foreign language | **IWS** 4 | | 0 | 45 | | 0 | 5 | 7 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | | | |
| **Learning Format** | **Cycle,**  **component** | **Lecture**  **types** | | | **Types**  **of practical classes** | | **Form and platform of final control**  **Testing**  SDS  MOODLE Test | |
| Off-line | Basic course of elective component,  Practical course | - | | | Solving practical problems, situational tasks | |
| Lecturer - (s) | **A.S.Smagulova** | | | | | |  | |
| e-mail: | [smagulova.aigerm@kaznu.kz](mailto:smagulova.aigerm@kaznu.kz) | | | | | |
| Phone: | 8701 1674373 | | | | | |
| Assistant - (s) |  | | | | | |
| e-mail: |  | | | | | |
| Phone: |  | | | | | |
| **ACADEMIC COURSE PRESENTATION** | | | | | | | | |

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| **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) |
| Objective: to form the improvement of knowledge of foreign language communicative competence. The main methods of speech skills and foreign language communication skills as a basis for the development of communicative competence are considered. To develop professionally significant skills and experience of  foreign language communication in all types of speech activity; realization of acquired speech skills in the process of searching, selecting and using material in English. | 1. demonstrate skills and techniques for establishing professional contacts and developing professional communication in English; | 1.1 understands the professional terminology and abbreviations structure of texts;  1.2 reads authentic articles, texts and talks about international law |
| 2. use a wide range of linguistic means to express their communicative intentions and solve problems of interpersonal and intercultural interaction; | 2.1 interpret and translate authentic texts using professional terminology;  2.2 Apply grammatical and lexical constructions in oral and written communication; |
| 3. find information about different types of Laws in various sources, including Internet resources; | 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 relations |
| 4. to develop skills in all aspects of speech activity: speaking, listening, reading and writing; | 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. Tolearn how to compose a monologue of professional content in a foreign language, acquire the skills of composing scientific articles and texts in the language being studied and to practice extensive in developing fluency of speech. | 5.1 able to analyze main strategies for working with professional texts.  5.2formulates your thoughts on the ongoing political events in the country and abroad, conduct interviews, write articles, reviews in English. |
| **Prerequisites** | **General English** | |
| **Postrequisites** | **Foreign Language** | |
| **Learning**  **resources\*\*** | **Literature:**   1. Global upper intermediate 2012 2. English File Intermediate Students book 2009 3. Борисенко И.И. Евтушенко Л.И. Английский язык в международных документах. 2014 г. 4. Яницкая. Английский язык в дипломатии. 2015 5. Karipbayeva G.A., Makisheva M.K. English for Students of International Relations: educational manual, 100 p., 2020. <https://read.kz/book/show/3213.pdf> 6. Ястребова Е. Курс английского языка для международников и регионоведов. Уровень – бакалавриат. Часть 1 7. Outcomes. Intermediate. Student's Book. Hugh Dellar. Andrew Walkley. 2016, 2nd 8. Дойл, АртуControl testонан.ПриключенияШерлокаХолмса. СобакаБаскервилей=The Hound of the Baskervilles / А. К. Дойл. —Москва : ИздательствоАСТ, 2016 9. .John Waterman. Straightforward. Workbook with key.   **Internet resources:**  <https://www.futurelearn.com/><https://www.un.org/en/><https://edition.cnn.com><https://www.bbc.co.uk>[www.multitran.com/](http://www.multitran.com/)<https://www.lingvolive.com/en-us><http://www.ozdic.com>  <https://www.oxfordlearnersdictionaries.com/><https://dictionary.cambridge.org> | |

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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 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.  **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.  **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 coursestudy 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 | 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.** | | | | | | |

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| Неделя | Название темы | **Кол-во часов** | **Макс.**  **балл\*\*\*** |
| 1 | **PL1:** Alive and Well  Vocabulary: Predicate adjective  Grammar: Auxiliaries future forms  Reading: How does your city make your feel alive?  Speaking: Question about your family?  Texts, grammatical and lexical exercises, listening discussions | 3 | 9 |
| 2 | **PL 2:** Right or wrong  Vocabulary: Certainly or truth  Grammar: Questions review  Reading: No longer to ease by Chinua Achebe  Speaking: Deferent ways to say the  Texts, grammatical and lexical exercises, listening discussions | 3 | 9 |
| 3 | **PL-3:** Land and sea  Vocabulary: Natural word  Grammar: Present perfect  Reading: The Sacred balance by David Suzuki  Speaking: 19 century Cree Indian quotation story  Texts, grammatical and lexical exercises, listening discussions | 3 | 9 |
| 3 | **SWST1:** Land and sea | 1 |  |
| 4 | **PL 4:** Magic Mystery  Vocabulary: Metaphor  Grammar: Modal verbs  Reading: magical places  Speaking: the Conjurer  Texts, grammatical and lexical exercises, listening discussions | 3 | 9 |
| 5 | **PL-5:** Parents Children  Vocabulary: Parenthood  Grammar: Adjective to describe tastes  Reading: baby and Childcare  Texts, grammatical and lexical exercises, listening discussions | 3 | 9 |
| 5 | **SWST--2:** Parents Children | 1 |  |
| 5 | **SWST-1:** Home reading | 24 | 17 |
| 6 | **PL 6:** Power Money  Vocabulary: Adverb phrases  Grammar: The Passive voice  Reading: Quote me that  Texts, grammatical and lexical exercises, listening discussions | 3 | 9 |
| 7 | **PL:** Rhyme Reason  Vocabulary: Homophiles  Grammar: So and such  Reading: Three verses from The Golden gate by Vikram Seth  Texts, grammatical and lexical exercises, listening discussions | 3 | 9 |
| 7 | **SWST- 3**: Reason | 1 |  |
| 7 | **SWS- 2:** Home reading | 25 | 20 |
|  | **CT 1** |  | 100 |
| 8 | **PL-8:** Dreams Reality  Vocabulary: Metaphor  Grammar: Conditional structures  Reading: The American dream  Texts, grammatical and lexical exercises, listening discussions | 3 | 8 |
| 9 | **PL:** Rise and Fall  Vocabulary: Metaphor the mind  Grammar: Word formation  Reading: Higher and higher  Texts, grammatical and lexical exercises, listening discussions | 3 | 8 |
| 10 | **PL-10:** Tears and Laugher  Vocabulary: Metaphor the strong emotion  Grammar: defang and non-defining relative clauses  Reading: Science | 3 | 8 |
| 10 | **SWST- 4:** Science | 1 |  |
| 10 | **SWS- 3:** Town and cities | 24 | 16 |
| 11 | **PL-11:** Eurika!  Vocabulary: Great cities  Grammar: Reported speech  Reading: Great cities  Texts, grammatical and lexical exercises, listening discussions | 3 | 8 |
| 11 | **SWST- 5:** Project presentation Science | 1 |  |
| 12 | **PL-12:** I wish you wouldn’t  Vocabulary: TV international relations terminology  Grammar: structures after wish  Reading: An article for a magazine  Texts, grammatical and lexical exercises, listening discussions | 3 | 8 |
| 13 | **PL:** A test of honesty  Vocabulary: business and advertising  Grammar: clauses of contract and purpose: whatever, whenever  Reading: A test of honesty  Texts, grammatical and lexical exercises, listening discussions | 3 | 8 |
| 14 | **PL-14:** Tingo  **SWST- 6:**  Writing a short essay for a quote | 3 | 8 |
| 15 | **PL-15:** The story behind the words  Vocabulary: prefixes  Grammar: relative clauses  Reading: TV phrase verbs  Texts, grammatical and lexical exercises, listening discussions | 3 | 8 |
| 15 | **SWST-7**: Defense of self-work | 1 |  |
| 15 | **SWS 4** Grammar and lexical test, speaking practice | 25 | 20 |
|  | **CT2** |  | 100 |

**Dean of International Relations Faculty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Zhekenov D.K.**

**Head of Diplomatic Translation Department\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Seidikenova A.S.**

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Smagulova A.S.**

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT**  OF **IWST TASK**

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| **Criterion** | **"Excellent"**  20-25% | **"Good"**  15-20% | **"Satisfactory"**  10-15% | **"Unsatisfactory"**  0-10% |
| Reading | Speech is easy to understand: there are no unnecessary pauses; phrasal stress and intonation contours, pronunciation of words. | Speech is perceived quite easily, but there are unnecessary pauses; phrasal stress and intonation contours, with virtually no violations of the norm; several phonetic errors are allowed, including 1-2 errors that distort the meaning | Speech is perceived quite easily, but there are unnecessary pauses; there are errors in phrasal stress and intonation contours; 5-7 phonetic errors are allowed, including errors that distort the meaning | Speech is not perceived due to unreasonable pauses; incorrect phrasal stresses and distorted intonation contours, a large number of phonetic errors were made |
| Speaking | Lexical and grammatical formatting of speech, deep understanding of the text. the task is completed in full: the goal of communication is achieved; the topic is covered in full (all aspects specified in the assignment are fully, accurately and fully disclosed). | The statement is logical and complete; There are introductory and concluding phrases that correspond to the topic. Logical communication tools are used correctly. | The statement is basically logical and has a fairly complete character, BUT there is no introductory or concluding phrase, there are one or two violations in the use of logical communication means | Lack of lexical material, speech is not perceived due to unreasonable pauses; incorrect phrasal stresses and distorted intonation contours |
| Grammar | Variety of grammatical structures are used in accordance with the task and the requirements of a given year of language teaching; grammatical errors are either absent or do not interfere with the solution of the communicative task. | Variety of grammatical structures are used in accordance with the task and the requirements of a given year of language teaching; grammatical errors slightly impede the solution of the communicative task. | 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. |
| Writing | 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. |