

SYLLABUS
Spring semester 2023-2024 academic years
on the educational program
"7M03201 Data Journalism", "7M03202 Journalism"

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)		
12512- Foreign language (Professional)	27	0	5	0	5	15
ACADEMIC INFORMATION ABOUT THE COURSE						
Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform final control		
Offline	University component	-	Thematic Orientating	Offline platform written examination		
Lecturer - (s)	Iskakova G.N., a senior teacher, master of education					
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ACADEMIC COURSE PRESENTATION						
Purpose of the course	Expected Learning Outcomes (LO)			Indicators of LO achievement (ID)		
to improve language training, cognitive activity in the field of professional communication, the development of versatile interests, abilities and motivation of students in the process of mastering foreign language	1. form communicative foreign language competence, necessary for successful socialization and self-realization, as an instrument of intercultural communication in the modern multicultural world;			1. Work with authentic material		
	2. possess knowledge about the socio-cultural specifics of English-speaking countries and the ability to build their verbal and non-verbal behavior adequately to this specificity; the ability to highlight the common and the different in the culture of the native country and English-speaking countries;			2. Work with specialized texts		
	3. form the ability to use English as a means of obtaining information from English-language sources for educational and self-educational purposes.			3. Analyze and interpret patterns from different angles		
				4. Development of different skills		
				5. Creative search.		
Prerequisites	Foreign Language (Professional); The Theory of Second Language Acquisition					
Postrequisites						
Learning Resources	<p>Literature:</p> <p style="text-align: center;">Basic</p> <p>1.New English File Upper-Intermediate, 4th edition, Oxford, 2019</p> <p>1. English for journalists. BSU Series "English for Specific Purposes". Минск БГУ, 2008</p> <p>2. Inside Reading. The Academic Word List in Context. By Arline Burgmeier. Oxford, 2009.</p> <p>3. Academic Writing from Paragraph to Essay. By Dorothy E.Zemach and Lisa A.Rumisek. Macmillan Press, 2010.</p> <p>4. N.Nikulshina, O.Glivenkova. English for researchers. TSTU Publishing House, 2009. – 100 p</p> <p>5. Sam McCarter, Norman Whitby. Improve Your IELTS Reading Skills. Macmillan, 2007.</p> <p>6. Касаткина Т.Ю. English for Design Students: учеб.пособие. Ижевск:Изд-во «Удмуртский университет», 2013. 145 с.</p> <p style="text-align: center;">Additional</p> <p>1.Абдыгаппарова С.К. Культурное многообразие. Практикум по межкультурной коммуникации (часть 1). Учебное пособие на английском языке. Алматы:КазУМОиМЯ им.Аблайхана, 2002.</p> <p>2. Абдыгаппарова С.К. Язык и культура (часть 2).. Учебное пособие на английском языке. Алматы:КазУМОиМЯ им.Аблайхана, 2002.</p> <p>3. English for academic purposes. Kathy Cox, David Hill. Longman, 2004</p>					

4. Г.Х.Исенгалиева, В.А.Юрпольская. Лексико-грамматическое пособие по английскому языку для магистрантов и аспирантов. Алматы, 2005.

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 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.
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 rozt_mail.ru.
ATTENTION! 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.

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>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.</p> <p>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.</p> <p>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.</p>
A	4.0 _	95-100	Great	
A-	3.67	90-94		
B+	3.33	85-89	Fine	
B	3.0	80-84		
				<p>Formative and summative assessment</p> <p>Points % content The teacher enters his score into points in</p>

				Formative assessment: 10 points for one academic week, including: activity at lectures - 4 points, work at practical classes - 4 points, home assignments completion – 2 points. Summative assessment: 100 points for midterm	accordance with the calendar (schedule).
B-	2.67	75-79	Satisfactorily	Activity at lectures	4 (per week)
C+	2.33	70-74		Work in practical classes	6 (per week)
C	2.0	65-69		Independent work	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) THE IMPLEMENTATION OF THE COURSE CONTENT:

week	Topic name	Number of hours	Max. score***
1	Sem 1. Q and A Revision: question formation	3	10
2	Sem 2. Working out meaning from context Intonation, stress and rhythm in questions	3	10
2	IWST 1. Reading and Vocabulary Glossary		2
3	Sem 3. Auxiliary verbs. Personality	3	10
3	SIW 1. What your signature says about you? Present Perfect (Simple and Continuous)		24
4	Sem 4. National stereotypes and myths? IWST 2. Clothes and fashion. Air travel: the inside story Incredibly short stories	3	10
5	Sem 5. Passive (all forms). Crime and punishment	3	10
6	Sem 6. Future Perfect and Future Continuous. Stormy weather. Taking a risk	3	10
7	Sem 7. Unreal conditionals. Feelings. Would you get out alive. Past Modals	3	10
7	IWST 3. Vocabulary, Verbs often confused. Verbs of the senses.		2
	LEVEL CONTROL 1		100
8	Sem 8. The psychology of Music. Gerunds and infinitives	3	10
8	IWS 2 Are you sleep deprived? Tiredness can kill. Take a break.	3	6
9	Sem 9. Reporting verbs. Breaking news.	3	10
10	Sem 10. Articles. Collocation: word pairs. Uncountable and plural nouns. Towns and cities.	3	10
10	IWST 4. Bright lights. Big cities. Quantifiers.		2
	Module 3 Personality traits		
11	Sem 11. Science, Changing stress in word families.	3	10
12	Sem 12. Structures after wish. Sentence rhythm	3	10
12	IWST 5. Clauses of contrast and purpose; whatever, whenever. A test of Honesty.		2
13	Sem 13. Relative clauses. Prefixes. Word stress. The story behind the words.	3	10
13	IWS 3. Writing. Which is better, working for someone else or being your own boss?		6
14	Sem 14. A world without time and number	3	10
	IWST 6. The interview. Colloquial English.		2

15	Sem 15. Vocabulary and Pronunciation. Prefixes and word stress.	3	10
16	Sem 16. The reason of choosing the profession.	3	6
16	IWST 7. Consultation on examination issues		2
	LEVEL CONTROL 2		100

RUBRICATOR OF THE SUMMATIVE ASSESSMENT
CRITERIA EVALUATION OF LEARNING OUTCOMES

Written assignment "My professional history" (25% of 100% MC)

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.

Group presentation "Teaching profession in Kazakhstan" (30% of 100% RK)

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.

Dean
Head of the Department
Lecturer



B.U Zholdasbekova
M.M Aimagambetova
G.N. Iskakova

