**SYLLABUS**

**Fall semester 2024-2025 academic year**

**Educational program "6B02311 Translation in the sphere of international and legal relation "**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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)** |
| **[97823]****Basic foreign language in the context of cross-cultural communication (B2)** | 4  | - | 4 |  | 6 | 2 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** |
| **Learning Format** | **Cycle,****component** | **Lecture** **types** | **Types** **of practical classes** | **Form and platform final control** |
| *Offline* | Basic course of elective component |  | discussion, problem-solving | Moodle Testing OnlineSDL Moodle (self-directed learning)Written ExamOral Presentation |
| **Lecturer - (s)** | Assan Kanagat Aitbaiuly  |
| **e-mail :** | asan.kanagat@alumni.nu.edu.kz |
| **Phone :** | 87057621474 |
| **Assistant - (s)** | - |
| **e-mail :** | - |
| **Phone :** | - |
| **ACADEMIC COURSE PRESENTATION** |
| **Purpose****of the course** | **Expected Learning Outcomes (LO) \***  | **Indicators of LO achievement (ID)** |
| to improve students’ communicative and cross-cultural competences, develop professional translation competence | * 1. To understand professional terminology and abbreviations, structure of texts, titles, and explain main idea and themes of authentic texts related to professional activities;
 | 1.1 understands professional terminology and abbreviations structure of texts; |
| 1.2 explains the main idea and themes of authentic texts related to professional activities; |
| 2. To interpret professional texts including articles, international and legal documents; | 2.1 interpret professional texts using basic terminology; |
| 2.2 able to work efficiently with international documents; |
| 3. To apply skills and abilities to recognize professional terms and academic grammar structures in authentic texts; | 3.1 applies skills and abilities to recognize basic professional 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 professional terminology and academic grammar in given professional situations; |
| 4.2 develops listening skills to comprehend academic speech; |
| 5. To produce language using vocabulary and grammar structures appropriate for the context of cross-cultural communication | 5.1 able to generate written speech on professional topics. |
| 5.2 able to discuss main professional issues, express their opinion and prove their points of view. |
| **Prerequisites** | Foreign Language (English) |
| **Postrequisites** | Theory and practice of translation and interpretation (first foreign language) |
| **Learning Resources** | **Literature:**1. Karipbayeva G.A., Makisheva M.K. English for Students of International Relations: educational manual, 100 p., 2020. <https://read.kz/book/show/3213.pdf> 2. Sarbayeva R.E., Makisheva M.K. Handbook for students of international relations and international law: educational manual, 156 p., 2017. <https://read.kz/book/handbook-for-students-of-international-relations-and-international-law-educational-manual-156-p> 3. Nurmukhankyzy D., Alipbayeva A.A**.** Professional English for lawyers: e-book/ D.Nurmukhankyzy, A.A.Alipbayeva. – Taldykorgan, 2019 - 145 p.4. English. TED Tasks: textbook. M: MGIMO University, 2019, p. 142.5. Mann M., Taylore-Knowles S. Destination: B1, B2 Grammar & Vocabulary. Macmillan, 2013, 255 p., 258 p.6. Clanfield, L. Global: Upper-Intermediate coursebook: textbook / Macmillan, 2013.7. Вorisenko I.I., Evtoushenko L.I. English in International Instruments. Moscow, 20158. Givental I.A. How to say it in English? Moscow, Flinta, Nauka, 2021.**Research laboratories:**9. Multimedia language classroom 32210. Center for cross-cultural communication 302**Professional scientific databases:**11. Scientific database https://www.scopus.com12. Science Direct scientific database https://id.elsevier.com/13. Research and teaching platform JSTOR https://www.jstor.org /14. Scientific electronic library eLibrary https://elibrary.ru15. Scientific online library WILEY <https://onlinelibrary.wiley.com/>16. Scientific electronic library "CyberLeninka" <https://cyberleninka.ru/>**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/> |

|  |  |
| --- | --- |
| **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 asan.kanagat@alumni.nu.edu.kz **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 changeand the final score in the course. |
| B- | 2.67 | 75-79 | Activity at lectures | 10 |
| C+ | 2.33 | 70-74 | Work in practical classes | 20 |
| C | 2.0 | 65-69 | Satisfactorily | Independent work | 20 |
| 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.** |

|  |  |  |  |
| --- | --- | --- | --- |
| **A week** | **Topic name** | **Number of hours** | **Max.****ball** |
| **MODULE 1 Module 1 Introduction to the profession in a foreign language**  |
| **1** | **LECTURE 1: Geography: Countries, Capital Cities, Nationalities, and Languages*** Vocabulary: Countries, capital cities, nationalities, and languages
* Grammar: Present Simple and Present Continuous
* Reading: World maps and country facts
* Listening & Speaking: Interactive map quiz (countries, capitals, and nationalities)
* Writing: Descriptions of countries and their nationalities (padlet)
 | 4 | 9 |
| **2** | **LECTURE 2: Famous People (History, Diplomacy, and Politics). World Leaders*** Vocabulary: Historical and political figures, diplomacy terminology
* Grammar: Past Simple vs Present Perfect
* Reading: Short biographies of famous world leaders (e.g., Churchill, Mandela, Gandhi)
* Speaking: Presentations on world leaders
* Writing: Comparative essay on leadership styles of famous figures
 | 4 | 9 |
| **IWST 1 Consultation on the implementation of IWS 1** | **1** |  |
| **3** | **LECTURE 3: History and the World of Politics*** Vocabulary: Political movements and ideologies
* Grammar: Past Continuous for historical events
* Reading: Key political events and their impact on global history
* Speaking: Discussions on the influence of political events
* Writing: Timelines of historical political movements
 | 4 | 9 |
| **4** | **LECTURE 4: Politics: Definition and Classifications. Political Values*** Vocabulary: Definitions of politics, types of political systems
* Grammar: Conditional sentences (zero, first, second)
* Reading: Comparative articles on political systems
* Speaking: Debate on different political values
* Writing: Definitions and classifications of political systems
 | 4 | 9 |
| **4** | **IWS 1. Video project “National values as a soft power tool”** | 27 | 17 |
| **5** | **LECTURE 5: Defining Policy. Politics and Policy*** Vocabulary: Policy terms, key political concepts
* Grammar: Passive Voice
* Reading: Articles on the difference between politics and policy
* Speaking: Group discussion on famous policy decisions
* Writing: Essays on political policies and their implications
 | 4 | 9 |
| **5** | **IWST 2. Consultation on the types of essay and their peculiarities**  | 1 |  |
| **MODULE 2 Foreign language competence in given situations** |
| **6** | **LECTURE 6: Domestic and Foreign Policy. International Relations*** Vocabulary: Domestic and foreign policy terminology
* Grammar: Reported Speech
* Reading: Articles on the roles of domestic and foreign policies
* Speaking: Role-play: formulating a foreign policy strategy
* Writing: Analysis of a country’s domestic and foreign policies
 | 4 | 9 |
| **IWST 3. Consultations on the implementation of** **IWS 2**  | 1 |  |
| **7** | **LECTURE 7: International Organizations and Their Abbreviations. The Impact of International Organizations on the Global Community*** Vocabulary: International organizations (UN, NATO, WTO, etc.)
* Grammar: Modals of deduction and obligation
* Reading: Texts on the impact of international organizations
* Speaking: Group presentations on an international organization of choice
* Writing: Descriptions of international organizations and their roles
 | 4 | 9 |
| **IWS 2.** Midterm control assignments | 30 | 20 |
| **Midterm control 1** | **100** |
| **8** | **LECTURE 8: Government. State and Social Institutions*** Vocabulary: Government structures and social institutions terminology
* Grammar: Relative Clauses
* Reading: Articles on government institutions in different countries
* Speaking: Pair discussions on the roles of government institutions
* Writing: Definitions of state and social institutions using relative clauses
 | 4 | 7 |
| **IWST 4. Consultations on the implementation of** **IWS 3** | 1 |  |
| **9** | **LECTURE 9: Political Regimes. Forms of Government*** Vocabulary: Political regimes (democracy, autocracy, etc.)
* Grammar: Complex Subject
* Reading: Texts on forms of government
* Speaking: Pair presentations on world leaders and their political regimes
* Writing: Definitions of different political regimes using key vocabulary
 | 4 | 8 |
| **10** | **LECTURE 10: Lobby, PR, GR, and Media: Global Issues*** Vocabulary: Lobbying, public relations, government relations
* Grammar: Infinitive structures
* Reading: Articles on the influence of media and PR in politics
* Speaking: Discussion on media's role in shaping political decisions
* Writing: Case study: the influence of lobbying on government policies
 | 4 | 8 |
| **IWS 3** Reading and analyzing the book called “The Wave” by Morton Rhue (1981, US) in comparison with the film “The Wave” (2008, Germany): assignments  | 27 | 17 |
| **MODULE 3 Professional discourse and speech culture** |
| **11** | **LECTURE 11: What is Bureaucracy?*** Vocabulary: Bureaucracy terminology
* Grammar: Conditionals - mixed types
* Reading: Text on the functions of bureaucracy
* Speaking: Debate: is bureaucracy necessary?
* Writing: Explanation of the role of bureaucracy in modern governance
 | 4 | 8 |
| **IWST 5. Colloquium: week 1-10** | 1 |  |
| **12** | **LECTURE 12: Bureaucracy: Functions and Problems*** Vocabulary: Bureaucratic functions and issues
* Grammar: Past Perfect
* Reading: Case studies on bureaucratic challenges
* Speaking: Role-play on solving bureaucratic inefficiencies
* Writing: Practical exercises on addressing bureaucratic problems
 | 4 | 8 |
| **13** | **LECTURE 13: How Effective Is Bureaucracy? Views of State and Society*** Vocabulary: Bureaucratic effectiveness terminology
* Grammar: Present Perfect Continuous
* Reading: Articles on state vs society views on bureaucracy
* Speaking: Group discussions on the effectiveness of bureaucracies
* Writing: Analytical essays on the effectiveness of bureaucracy
 | 4 | 8 |
| **IWST 5. Consultation on the implementation** **of IWS 4.** | 1 |  |
| **14** | **LECTURE 14: Multiculturalism in Different Countries*** Vocabulary: Multiculturalism, integration, assimilation
* Grammar: Gerund vs Infinitive
* Reading: Comparative texts on multicultural policies in various countries
* Speaking: Group presentations on multiculturalism in assigned countries
* Writing: Descriptive essays on multicultural policies
 | 4 | 8 |
| **15** | **LECTURE 15: Multiculturalism in Different Countries (Part 2)*** Vocabulary: Cultural diversity, global citizenship
* Grammar: Future Perfect
* Reading: Case studies on multicultural challenges and successes
* Speaking: Debates on the impact of multiculturalism on social cohesion
* Writing: Reflection on the future of multiculturalism in global politics
 | 4 | 8 |
| **IWS 4.** **Conducting final term assessment** | 30 | 20 |
| **Midterm control 2** | **100** |
| **Final control (exam)** | **100** |
| **TOTAL for course** | **100** |

**Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Delovarova L.F.**

**Chair of the Academic Committee**

**on the Quality of Teaching and Learning\_\_\_\_\_\_\_\_ Yerimpasheva A.T.**

**Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Murzagaliyeva M.K.**

**Lecturer \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assan K.A.**

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT**

**CRITERIA EVALUATION OF LEARNING OUTCOMES**

**Final Project: Demonstration of Foreign Language Competence in Cross-Cultural Contexts**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion** | **"Excellent"**  **Max. weight in %**  | **"Good"**  **Max. weight in %**  | **"Satisfactory"**  **Max. weight in %**  | **"Unsatisfactory"**  **Max. weight in %**  |
| **1. Language Proficiency (Grammar, Vocabulary, Fluency)** | 90-100% Demonstrates near-native command of language with minimal errors | 75-89% Good language control with occasional minor errors | 60-74% Some noticeable language errors, but meaning is generally clear | 0-59% Frequent errors hinder comprehension |
| **2. Cross-Cultural Competence (Understanding and Application)** | 90-100% Provides deep insights into cultural differences and applies knowledge accurately in interactions | 75-89% Demonstrates good understanding of cultural differences and applies knowledge in most situations | 60-74% Some understanding of cultural differences, but lacks depth in application | 0-59% Poor or no understanding of cultural differences |
| **3. Task Completion and Relevance** | 90-100% Fully addresses task requirements, shows excellent content relevance and thoroughness | 75-89% Addresses most task requirements, generally relevant with few gaps | 60-74% Partially addresses task requirements, some irrelevant or underdeveloped content | 0-59% Fails to address task requirements, content largely irrelevant or incomplete |
| **4. Methodology Application (Translation Techniques, Strategy Use)** | 90-100% Applies appropriate translation methods with creativity and precision | 75-89% Applies correct methods but lacks some creativity or precision | 60-74% Basic methods applied with limited effectiveness | 0-59% Incorrect methods applied or no methods used |
| **5. Participation and Engagement (In-Class Contribution)** | 90-100% Actively contributes to class discussions, takes leadership roles in group activities | 75-89% Contributes well to class and group activities, though not always leading | 60-74% Minimal participation, inconsistent contribution to group activities | 0-59% No participation or engagement in class activities |

**Written Assignment on Cross-Cultural Communication and Language Proficiency**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion** | **"Excellent"**  **Max. weight in %**  | **"Good"**  **Max. weight in %**  | **"Satisfactory"**  **Max. weight in %**  | **"Unsatisfactory"**  **Max. weight in %**  |
| **1. Structure and Organization (Clarity, Coherence, Flow)** | 90-100% Essay is well-organized, with clear structure, logical flow, and strong thesis | 75-89% Mostly clear structure with some minor issues in flow or logic | 60-74% Some problems with structure, essay lacks coherence or clarity in places | 0-59% Disorganized or unclear structure, essay difficult to follow |
| **2. Content Knowledge (Understanding of Topic, Cultural Awareness)** | 90-100% Demonstrates deep understanding of the topic, with clear and insightful connections to cross-cultural communication | 75-89% Good understanding of topic with some insightful points, but lacks depth in places | 60-74% Basic understanding, with limited or surface-level connections to cross-cultural communication | 0-59% Poor or no understanding of the topic, lacking relevance or insight |
| **3. Use of Language (Grammar, Vocabulary, Sentence Structure)** | 90-100% Excellent control of language with minimal errors, wide range of vocabulary | 75-89% Good language control, few minor errors, but lacks complexity | 60-74% Some errors in grammar and sentence structure, limited vocabulary | 0-59% Frequent language errors that hinder meaning, very limited vocabulary |
| **4. Argumentation and Analysis (Depth of Analysis, Critical Thinking)** | 90-100% Strong, well-supported arguments, with deep analysis of cultural differences and communication strategies | 75-89% Clear and relevant arguments with some analysis, though lacking depth in places | 60-74% Some arguments are unclear or unsupported, basic analysis | 0-59% Lacks coherent arguments or analysis, little to no critical thinking |
| **5. Adherence to Guidelines (Word Count, Formatting, Citation)** | 90-100% Fully adheres to assignment guidelines, proper formatting and citation | 75-89% Mostly follows guidelines with few minor deviations | 60-74% Several deviations from guidelines, including word count or formatting | 0-59% Does not follow guidelines, lacks proper formatting or citation |
| **6. Originality and Creativity** | 90-100% Highly original and creative approach to the topic, showing independent thought | 75-89% Some originality and creativity, but relies on common approaches | 60-74% Limited originality, mostly standard ideas or approaches | 0-59% No originality, ideas copied or standard without creative input |