

**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	-	6		6	5

**ACADEMIC INFORMATION ABOUT THE COURSE**

Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform final control
<i>Offline</i>	university component basic discipline	-	solving practical tasks, performing situational tasks	Online Testing Moodle Platform
<b>Lecturer - (s)</b>	Smagulova A.S.			
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<b>Assistant - (s)</b>	-			
<b>e-mail :</b>	-			
<b>Phone :</b>	-			

**ACADEMIC COURSE PRESENTATION**

Purpose of the course	Expected Learning Outcomes (LO) *	Indicators of LO achievement (ID)
to develop students' ability to apply lexical and grammatical structures in the cross-cultural context	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;
		4.3 develops writing skills necessary for business writing in cross-cultural communication;
	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.		



<b>Prerequisites</b>	Foreign Language (English)
<b>Postrequisites</b>	Theory and practice of translation and interpretation (first foreign language)
<b>Learning Resources</b>	<p><b>Main literature:</b></p> <ol style="list-style-type: none"> <li>1. Karipbayeva G.A., Makisheva M.K. English for Students of International Relations: educational manual, 100 p., 2020.;</li> <li>2. Sarbayeva R.E., Makisheva M.K. Handbook for students of international relations and international law: educational manual, 156 p., 2017.;</li> <li>3. Nurmukhankyzy D., Alipbayeva A.A. Professional English for lawyers: e-book/ D.Nurmukhankyzy, A.A.Alipbayeva. – Taldykorgan, 2019 - 145 p.;</li> <li>4. English File Upper Intermediate Students book 2013;</li> </ol> <p><b>Additional literature</b></p> <ol style="list-style-type: none"> <li>5. Givental I.A. How to say it in English? Moscow, Flinta, Nauka, 2019.</li> <li>6. English. TED Tasks: textbook. M: MGIMO University, 2019, p. 142.</li> <li>7. Mann M., Taylore-Knowles S. Destination: B1, B2 Grammar &amp; Vocabulary. Macmillan, 2013, 255 p., 258 p.</li> <li>8. Clanfield, L. Global: Upper-Intermediate coursebook: textbook / Macmillan, 2013.</li> <li>9. Borisenko I.I., Evtoushenko L.I. English in International Instruments. Moscow, 2010.</li> </ol> <p><b>Internet resources:</b></p> <ol style="list-style-type: none"> <li>9. The UN official website: <a href="https://www.un.org/en/">https://www.un.org/en/</a></li> <li>10. TED Talks: <a href="https://www.ted.com">https://www.ted.com</a></li> <li>11. CNN News: <a href="https://edition.cnn.com">https://edition.cnn.com</a></li> <li>12. BBC News: <a href="https://www.bbc.co.uk">https://www.bbc.co.uk</a></li> <li>13. English-Russian Online Dictionary: <a href="http://www.multitrans.com/">www.multitrans.com/</a></li> <li>14. English-Russian Online Dictionary: <a href="https://www.lingvolive.com/en-us">https://www.lingvolive.com/en-us</a></li> <li>15. Collocation Online Dictionary: <a href="http://www.ozdic.com">http://www.ozdic.com</a></li> <li>16. Oxford Comprehensive Online Dictionary: <a href="https://www.oxfordlearnersdictionaries.com/">https://www.oxfordlearnersdictionaries.com/</a></li> <li>17. Cambridge Comprehensive Online Dictionary: <a href="https://dictionary.cambridge.org">https://dictionary.cambridge.org</a></li> <li>18. Future Learn platform courses <a href="https://www.futurelearn.com/">https://www.futurelearn.com/</a></li> <li>19. Forensic psychology <a href="https://www.futurelearn.com/courses/forensic-psychology">https://www.futurelearn.com/courses/forensic-psychology</a></li> <li>20 E-International Relations <a href="https://www.e-ir.info/">https://www.e-ir.info/</a></li> </ol>

<b>Academic course policy</b>	<p>The academic policy of the course is determined by <u>the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University</u>.</p> <p>Documents are available on the main page of IS Univer .</p> <p><b>Integration of science and education.</b> 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 IWS, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments.</p> <p><b>Attendance.</b> 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.</p> <p><b>Academic honesty.</b> 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.</p> <p>Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by <u>the "Rules for the final control"</u>, <u>"Instructions for the final control of the autumn / spring semester of the current academic year"</u>, <u>"Regulations on checking students' text documents for borrowings"</u>.</p> <p>Documents are available on the main page of IS Univer <a href="https://us05web.zoom.us/j/89447338228?pwd=9edt1KF9Rs55ZqmGbhDs7b5y4BbkCm.1">https://us05web.zoom.us/j/89447338228?pwd=9edt1KF9Rs55ZqmGbhDs7b5y4BbkCm.1</a></p> <p><b>Basic principles of inclusive education.</b> 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 href="mailto:aigerim_0715@mail.ru">aigerim_0715@mail.ru</a>.</p> <p><b>Integration MOOC (massive open online course).</b> In the case of integrating MOOC into the course, students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.</p>
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**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																
<b>Grade</b>	<b>Digital equivalent points</b>	<b>points, % content</b>	<b>Assessment according to the traditional system</b>	<p><b>Criteria-based assessment</b> 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><b>Formative assessment</b> 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><b>Summative assessment</b> - 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> <table border="1"> <thead> <tr> <th>Formative and summative assessment</th> <th>Points % content</th> </tr> </thead> <tbody> <tr> <td>Activity at lecturesn</td> <td>-</td> </tr> <tr> <td>Work in practical classes</td> <td>30</td> </tr> <tr> <td>Independent work</td> <td>20</td> </tr> <tr> <td>Design and creative activity</td> <td>10</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Final control (exam)</td> <td>40</td> </tr> <tr> <td>TOTAL</td> <td>100</td> </tr> </tbody> </table>	Formative and summative assessment	Points % content	Activity at lecturesn	-	Work in practical classes	30	Independent work	20	Design and creative activity	10			Final control (exam)	40	TOTAL	100
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Activity at lecturesn	-																			
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Independent work	20																			
Design and creative activity	10																			
Final control (exam)	40																			
TOTAL	100																			
A	4.0 _	95-100	Great																	
A-	3.67	90-94																		
B+	3.33	85-89	Fine																	
B	3.0	80-84																		
B-	2.67	75-79																		
C+	2.33	70-74																		
C	2.0	65-69	Satisfactorily																	
C-	1.67	60-64																		
D+	1.33	55-59																		
D	1.0	50-54																		
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
<b>MODULE 1 Module 1 Introduction to the profession in a foreign language</b>			
1	<b>PT 1 Art of diplomacy</b> Vocabulary: review of major terms, types of diplomacy Grammar: Tenses Review Reading: text "The Art of Diplomacy" Listening Speaking: discussion of Ted Talk "The Art of Diplomacy" by Tayo Rockson Writing: posts about art of diplomacy	3	8
2	<b>PT 2 Diplomatic language</b> Vocabulary: international relations terminology; shuttle diplomacy Grammar: grammar structures used in negotiations Reading: Diplomatic language Speaking: dialogue/ role-play using diplomatic language Writing: key language strategies (on the example of famous diplomat's speeches): up to 10-15 phrases/ structures, body language, emotions, etc.	3	8
<b>IWST 1 Consultation on the implementation of IWS 1</b>			
3	<b>PT 3 Women in diplomacy</b> Vocabulary: international relations terminology, preventive diplomacy	3	8



	Grammar: Complex Subject Reading: texts about well-known UN Secretaries General Speaking: individual presentations about the UN Secretary of choice + multiple choice quiz (minimum 5 questions) Writing: 10 sentences using Complex Subject about the UN Secretaries		
4	<b>PT 4 Diffusion of Power (forms of government)</b> Vocabulary: international relations terminology Reading: short texts about democracy, demarchy, anarchy, autocracy, monarchy, oligarchy, utopia / dystopia, etc. Grammar: Relative clauses Speaking: different forms of government (individual presentation) Writing: complex definitions of forms of power (individual choice) using relative pronouns (who, where, which, when, etc.) + key words (5-10) with definitions	3	8
4	<b>IWS 1. Pair presentation "World leaders: psychological portrait"</b>		20
5	<b>PT 5 Hard vs Soft Power</b> Vocabulary: international relations terminology, public diplomacy Reading: text "Hard and Soft Power" Grammar: Infinitive: forms, verbs, complex object Listening: Cartoon Ed - Hard, Soft, Smart Power Speaking: recording your own explanation of the term 'smart power' presentation Writing: practical exercises	3	8
5	<b>IWST 2. Consultation on the types of essay and their peculiarities</b>		
<b>MODULE 2 Foreign language competence in given situations</b>			
6	<b>PT 6 Human rights: Declaration, world-known campaigns</b> Vocabulary: international relations terminology Grammar: Conditionals - zero, first, second, third, mixed Reading: Articles from UDHR Speaking: debates about euthanasia, cloning, capital punishment, corruption, or any other controversial issue, etc. Writing: practical exercises Listening: Ted Ed - What are the universal human rights?	3	8
	<b>IWST 3. Consultations on the implementation of IWS 3</b>		
7	<b>PT 7 Actors in international relations</b> Vocabulary: international relations terminology Grammar: Gerund: forms, verbs Reading: Actors in international relations Listening&Speaking: 6TH discussions about two cases: Catalonia and Kashmir Writing: practical exercises	3	12
	<b>IWS 2. Midterm control assignments</b>		20
<b>Midterm control 1</b>			<b>100</b>
8	<b>PT 8 The power of ideology</b> Vocabulary: international relations terminology, pop-star diplomacy Grammar: Conditionals - zero, first, second, third, mixed Reading: excerpts from the book "The Wave", text 'Radicalization' Speaking: ideology, brainwashing and radicalization – main concepts and their connection Writing: practical exercises	3	7
	<b>IWST 4. Consultations on the implementation of IWS 4</b>		
9	<b>PT 9 Embassy: crisis situations (case study)</b> Vocabulary: international relations terminology, shuttle diplomacy Grammar: regrets about past - wish, should have V <sub>3</sub> , must have V <sub>3</sub> , had to Speaking: discussion of video about soft, hard and smart power Reading: US Embassy hostage situation in Iran (case study) Speaking & writing: practical exercises	3	7
	<b>IWS 3</b> Reading and analyzing the book called "The Wave" by Morton Rhue (1981, US) in comparison with the film "The Wave" (2008, Germany): assignments		20
10	<b>PT 10 War and armed conflicts</b> Vocabulary: professional terminology, abbreviations Grammar: Passive Voice Reading&Listening&Writing: Ted Ed - The secret student resistance to Hitler - Iseult Gillespie Extracts from the film "The Hacksaw Ridge", TV series "The Umbrella Academy" Speaking: reasons for the greatest wars, role-plays from film Listening: The wars that inspired Game of Thrones - Alex Gendler	3	7

**MODULE 3 Professional discourse and speech culture**

11	<b>PT 11 Terrorism and counterterrorism: which is worse?</b> Vocabulary: international relations terminology, dollar diplomacy Grammar: Present Participle Reading: cases "Drone strike" and "Guantanamo Bay" Speaking: discussion - Do the ends justify the means? Writing: practical exercises	3	7
12	<b>PT 12 Political systems of the UK, US and Kazakhstan</b> Vocabulary: political systems and ministries Reading: Newspapers about royal family. Listening: Mass Media and American politics Speaking: Vienn Diagram, quiz Grammar: Used to/ to be used to / get used to Writing: practical exercises"	3	8
13	<b>PT 13 Elections and political campaigns</b> Vocabulary: professional – elections Grammar: Reported Speech review Reading: Electoral systems in different countries Listening: campaign speeches of well-known politicians Speaking: Presidential elections in Kazakhstan. Rules. Writing: give 5 facts about Mass Media and Elections in our country	3	8
14	<b>PT 14 Cross cultural negotiations</b> Vocabulary: professional terminology Grammar: linking words and conjunctions Reading: Cross cultural negotiations Writing&Speaking: prepare a prezi presentation on the topic "Peculiarities of non-verbal communication in different countries". Each student chooses a different country, does research and presents results in the form of prezie presentation Listening: Little things that are different about life in France   French culture	3	8
15	<b>PT 15 Public Speaking: using professional language</b> Vocabulary: international relations terminology Grammar: 1-14-week review Speaking: group negotiations (role play with representatives from different countries) Writing: practical exercises Listening: BBC learning platform	3	8
	<b>IWS 4. Conducting final term assessment</b>		20
<b>Midterm control 2</b>			<b>100</b>
<b>Final control (exam)</b>			<b>100</b>
<b>TOTAL for course</b>			<b>100</b>

Dean of International Relations Faculty \_\_\_\_\_

Delovarova L.F

Head of Diplomatic Translation Department \_\_\_\_\_

Seidikenova A.S.

Chair of the Academic Committee

on the Quality of Teaching and Learning \_\_\_\_\_

Yerimpasheva A.T.

Lecturer \_\_\_\_\_

Smagulova A.S.





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

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 are clearly articulated, easily understood by all audience members, and leave no room for doubt.	The purpose and objectives are stated but may be somewhat vague or not entirely clear.	The purpose and objectives are unclear, making it difficult to grasp the main intention.	There is no clear statement of the purpose and objectives of the presentation.
Lexical and grammar competence	Relevant lexical and grammatical structures are actively and accurately used throughout the presentation.	Relevant lexical and grammatical structures are used, but there are some errors that affect clarity.	A few relevant lexical and grammatical structures are used, with multiple errors that hinder understanding.	No relevant lexical or grammatical structures are used, resulting in numerous errors that obscure meaning.
Analysis skills and presentation of main ideas	In-depth analysis of key ideas, detailed presentation with additional insights, and effective use of visual aids (e.g., charts, graphs, images).	Good analysis with key aspects presented, though lacking in detail or specific examples. Some visual aids are used.	Limited analysis of key ideas with fragmentary information presented. Few visual aids are included.	Lack of analysis; the presentation is superficial and difficult to follow. Primarily consists of text without visual aids.
Relevance and accuracy of the information provided	All information presented is complete, accurate, relevant, and fully aligned with the topic.	Information is generally accurate but contains minor gaps or inaccuracies. Partially relevant to the topic.	Significant omissions or inaccuracies are present in the information, with most content being irrelevant.	Information is fragmented and does not meet assignment requirements. Lacks relevance to the topic.
Public speaking skills	Confident and professional delivery, excellent use of voice, gestures, and engagement with the audience. Clear diction and pronunciation.	Effective speaking, though some improvement is needed in communication skills. Good diction with occasional phonetic errors.	Major improvements are needed in public speaking skills. Poor diction and pronunciation with numerous errors.	Delivery is ineffective, making it difficult for the audience to understand and engage.
Critical thinking skills and own judgement	The presentation includes deep and original conclusions, demonstrating strong critical thinking.	Main conclusions and critical thinking are evident but could be further developed.	Conclusions are present but limited; critical thinking skills are underdeveloped.	There are no original conclusions or recommendations provided.