## SYLLABUS Fall semester/spring semester 2024-2025 Educational program "6B05101-Biological Engineering"

ID	Independent	t work of	Nı	umber of cred	lits	General	Independent work
and name of the discipline	the stud (IWS	lent	Lectures (L)	Practical course (PC)	Lab. classes (LC)	number of credits	of the student under the guidance of a teacher (IWST)
50 – Foreign language	4		-	5	-	5	6
8	Α	CADEMIC	C INFORMA	TION ABOU	JT THE CO	URSE	
Learning Format	Cycle, module component		ture pes	Typ of practics		Form a	and platform of final assessment
Offline	General education discipline, M-2 Instrumental module compulsory component		-	Conversation sessions, list comprehensi- workshops, g and writing reading com- sessions, pre- skills classes vocabulary development- workshops, l lab sessions, immersion, a life commun practices.	ening and on grammar workshops, prehension sentation s, t anguage cultural and real-	course w form of a test is de ability in skills ess success a commun	ssessment - Univer
Lecturer e-mail:	Ayan Januzako januzakovaaa@					1	
phone:	+7(775) 95998	0				-	
<b>F</b>			<b>PRESENT</b>	ATION OF 1	THE DISCI	PLINE	
Purpose of the course The purpose of this EFL course is to equip university first- year advanced level students with the English language skills necessary for academic success and professional development. The course focuses on improving students' ability in speaking, listening, reading, and writing in English.		Actively take understands and pragmation and pragmation actively take uent and spoon, and expression and expression. Inderstands the emic article strating an a ngs. oduces well- s, reports, ar supporting and Gram tures and an	the main ide icational text: rstanding of c language sy es part in con ntaneous con sses ideas and both adapted s, in-depth re bility to critic -structured es nd detailed ar them with re <b>mar.</b> Has mar	omes (LO) * as and specific s or spoken sta advanced lexi /stems. hplex speech s nmunication of l viewpoints w and authentic ports, and lite cally analyze a ssays, formal a ticles, convey levant informa astery of advan	e details of atements, cal and ituations, n a wide vith texts, rary and infer and ing clear ation. hced bling	Indicators AI 1.1: Accur arguments and complex lectu discussions w repetition. AI 1.2: Der idiomatic exp implied mean contexts (e.g., AI 2.1: Engag abstract, com maintaining of minimal pause AI 2.2: Adju formal and accurate regis grammar struct AI 3.1: Comp in academic literary wo arguments and AI 3.2: Critic underlying th	asts speech appropriately for informal contexts, using ter, vocabulary, and advanced

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	organized texts, such as essays or reports, with appropriate use of advanced linking words and argument structures. AI 4.2: Demonstrates control of complex grammatical structures and advanced vocabulary in written assignments, avoiding frequent errors.
	AI 5.1: Uses a broad range of advanced vocabulary and idiomatic expressions with precision, tailoring word choice to context and purpose. AI 5.2: Applies advanced grammatical rules consistently and accurately, with few errors even in complex sentence structures.
Prerequisites	Successful completion of a B2, C1 English course; ability to understand complex texts, including literature, articles, and academic papers; capability to write clear, detailed texts on a wide range of subjects, including essays and reports; ability to understand spoken English in various contexts, including lectures, discussions, and presentations; proficiency in discussing complex ideas fluently and spontaneously in conversations and formal settings; knowledge of advanced vocabulary and expressions commonly used in academic contexts; ability to analyze, evaluate, and synthesize information from various sources.
Postrequisites	Postrequisites for a lexical approach in language learning include advanced vocabulary acquisition through exposure to authentic texts and contexts, the ability to recognize and use collocations, idioms, and phrases effectively in both speaking and writing, and the development of fluency in real-life communication situations. Learners should also understand the appropriate use of language in different contexts, integrating vocabulary knowledge across reading, writing, listening, and speaking activities. Additionally, the ability to reflect on language use and identify areas for further lexical development is important, alongside ongoing engagement with a variety of texts, such as literature and articles, to reinforce lexical knowledge.
Learning Resources	Literature:         English language development textbooks         1. "Outcomes. Advanced. 2 <sup>nd</sup> edition" by Hugh Dellar and Andrew Walkley.         English for academic purposes (EAP) and specific purposes (ESP) for Biology         1. "Cambridge English for Scientists" by Armer Tamzen         2. "English Grammar in Use: Advanced" by Martin Hewings         Internet resources         BBC Learning English - Advanced Section
	<ul> <li>(https://www.bbc.co.uk/learningenglish/english/course/advanced)</li> <li>Cambridge English - Advanced Learning Resources (https://www.cambridgeenglish.org/learning-english/)</li> <li>British Council - Learn English (https://learnenglish.britishcouncil.org/)</li> <li>Coursera - English for Career Development</li> <li>(https://www.coursera.org/learn/english-for-career-development)</li> <li>TED Talks (https://www.ted.com/talks)</li> <li>Purdue Online Writing Lab (OWL) (https://owl.purdue.edu/owl/purdue_owl.html)</li> <li>News in Levels (https://www.newsinlevels.com/)</li> </ul>

cadem urse po	Integ enha scier educ resci into in th Atte resu Aca stud chea train "Gu Wo Bas pro ethi frie uni	gration of sci ince the education tific design to cational levels arch and infor- lectures, semi- ne syllabus, ens- condance: The education of the syllabus, ens- demic integri demic integri lent independe ating during a ning and exam- tidelines for Flagian sic principles of motes support nicity, religious endship. Studen versity life.	ence and education: The tional process. These activi- mits, as well as through s focuses on developing rese- mation technologies. Facul- nars (practical classes), labe auring that the topics are rel- deadlines for all assignment boints. ty: Practical and laboratory nee, critical thinking, and ny phase of the tasks is s minations, in addition to the mal Assessment of the Cur- ism." These documents are a of inclusive education: The and equal treatment from s beliefs, socioeconomic st at progress focuses on their of encially, those with disabili	s are outlined in the course calendar. Fail classes, as well as independent work assi creativity. Any form of plagiarism, fo trictly prohibited. Adherence to acaden he main policies, is governed by the ' rent Academic Year," and "Regulations available on the main page of IS Univer. c university's educational environment is of teachers to all students and among pee atus, or physical health. All individuals ccapabilities rather than limitations, with d ties, can access counseling support via	e of IS Univer. duates, and doctoral candidate a departments, laboratories, any ions. Independent study at al g new knowledge using modern rporate their scientific finding independent work, as reflected ure to meet these deadlines will gnments, are designed to foste rgery, use of cheat sheets, o nic integrity during theoretica 'Rules for Final Assessment,' on Checking Students' Writter designed to be a safe space tha ars, regardless of gender, race benefit from peer support and iversity enriching all aspects o phone +77759599862, emai
	Int rcg sch IM de	egration of MG gister for them. nedule. IPORTANT: E adlines will lea INFORM	OOCs (Massive Open Onlin It is essential to adhere to ach assignment deadline is d to a reduction in points. ATION ON TEACHING	igh MS Teams <u>https://teams.live.com/l/in</u> the Courses): If MOOCs are integrated int the deadlines for completing MOOC m specified in the course calendar and in th <b>G, LEARNING AND ASSESSMEN</b>	to the course, all students mus odules according to the course e MOOC. Failing to meet these T
oint-ratin	g letter grading	system for asses	sing academic achievements	Assessment mo	ethods
Grade	Grade point	Points,	Assessment according to the traditional system	Criteria-based assessment involves compar anticipated ones based on clearly defined c	ing actual learning outcomes with riteria, utilizing both formative and
A	4.0	% content 95-100	Excellent	summative assessments.	out daily learning activities, serving
A-	3.67	90-94		as a real-time measure of progress. It fosters students and teachers, enabling the identifi	an interactive relationship between
B+	3.33	85-89	Good	students and teachers, enabling the matter challenges. This type of assessment aids in a teachers to make timely adjustments to performance in various tasks and class seminars, practical exercises (including di tables, and laboratory work)—is evaluate competencies acquired. Summative assessment, on the other hand, in accordance with the course program semester during independent work session evaluates the mastery of expected learn descriptors, allowing for the determination understanding of the course material over a Formative and summative assessment	achieving optimal results and allow the educational process. Studen room activities—such as lectures iscussions, quizzes, debates, roun d, along with the knowledge an occurs at the end of a study section and is conducted four times each is (IWS). This type of assessment ing outcomes against established and documentation of the student
В	3.0	80-84			10
B-	2.67	75-79	-	Participation in seminars Individual work/Homework assignments	10
C+ C	2.33	<u>70-74</u> 65-69	0.10.1	SIW	20
C-	1.67	60-64	Satisfactory	Midterm tests	40
D+	1.33	55-59	-	Final exam	100
D FX	1.0	<u>50-54</u> 25-49			
F	0,5	0-24	Unsatisfactory		

## Calendar (schedule) of the course

Veek	Topic	Number of hours	Maximun grade
	Module 1 - Culture and Identity		
1	Introduction to the course, setting learning goals, and overview of the textbook. Skills: Self-assessment, goal setting, basic converses	3	2
2	Assessment: Diagnostic test. Topic: Cities		
2	Grammar: Perfect forms Vocabulary: city life Reading: urban renewal Listening: Talking about cities Developing conversation: reinforcing and exemplifying a point ISWT #1. Consultations on the implementation of SIW #1 Presentation	3	5
	Homework: revise and practice vocabulary, perfect forms p. 166, watch videos https://www.youtube.com/watch?v=fKnAJCSGSdk, https://www.youtube.com/watch?v=Wai4ub90stQ&t=398s		3
3	Topic: Relationships         Grammar: would         Vocabulary: describing people, relationships, phrasal verbs         Reading: From Cupid to computer         Listening: Talking about people         Developing conversation: giving your impressions	3	3
	ISW #1: Find the information on the following once run-down American cities are being		20
	regenerated: Detroit, Cleveland, Baltimore (presentation) Homework: Review p. 23	North Carlos Carlos	2
4	Topic: Culture and Identity – Things are different thereDeveloping conversations: challenging overgeneralizationsListening: talking about diverse culturesGrammar: cleft sentencesVocabulary: society and culture/words and phrases/household objectsReading: Foreign objects	3	3
	Homework: WB p. 16 (1-2) p. 17 (10-11)		2
5	Topic: Culture and Identity – A United Kingdom?         Listening: A young man called Toby         Vocabulary: words and phrases         ISWT #2. Consultations on the implementation of ISW #2 Describing visual data         Homework: watch Ted Talk videos         1)https://www.youtube.com/watch?v=L8YJtvHGeUU complete – Less staff, more		2
	<i>happiness;</i> 2) https://www.youtube.com/watch?v=FPhHHtn8On8 – Who am I? Think again / Answer the follow-up questions and be prepared to discuss them in the next class.		
	Module 2 -Social issues		3
6	Topic: Politics – I don't know where I stand         Developing conversations: Giving opinions         Listening: What's your opinion? /         Grammar: Conditionals 1         Vocabulary: consequences, ways of' verb groups/elections and politics         Developing converses, is a joka		
	Reading: Symbol of democracy is a joke ISW #2: Write a description of the main trends illustrated in the chart and graph. Use between 150 and 200 words. p. 151		20
	ISWT #3. Midterm test counseling Homework: WB, VB	-	2
7	Midterm test	1	25
1	Topic: Politics – Cast your vote         Reading: The electoral system Swiss style         Listening: Different types of votes         Writing: Building an argument	2	3
	Homework: Watch Ted Ed video: https://www.youtube.com/watch?v=8yOoOL9PC-o.		2
Tratania	m Assessment 1		

4	Topic: Going out, staying in	162	
	Grammar: noun phrases	3	3
	Vocabulary: nights out/noun+ of, describing books		
	Reading: Don't be a sheep!		
	Listening: falking about a' Listen a		
	Listening: talking about nights out/book clubs		
F	Developing conversation: commenting on what is said		
	Tomework, revise and practice new vocabulary WD 1 11 contractions		2
9	Connect and resolution – Clear the air	3	3
	Vocabulary: arguments and discussions, conflict and resolution		
	Listening, Resolving arguments		
	Developing conversation: defending and excusing		
	Grammar: wish and if only		
-	Reading: Peace to defeat war yet again?		
	ISWT #4. Consultations on the implementation of ISW #3 Choosing topic for debate		1 days
	Homework: WB, Vocabulary Builder, video		2
10	Topic: Conflict and resolution – A war of words	3	3
	Vocabulary: extended metaphors		
	Listening: News stories		
	Video: The Braille Hubble		
	Review		
	ISW #3: Debates on the chosen topic		20
	Homework: WB, Vocabulary Builder, video		2
	Module 3 – Science issues		
11	Topic: Science and Research – It's a slippery slope	3	3
	Vocabulary: Talking about science/forming nouns and adjectives		
	Listening: discussing science stories		
	Developing conversation: expressing surprise and disbelief		
	Reading: Godzilla – all roar and no bite		
	ISWT #5. Consultations on the implementation of ISW #4 Describing processes		
	Homework: WB		2
12	Topic: Science and Research – Vital statistics	3	3
	Vocabulary: statistics		
	Listening: the importance of statistics		
	Grammar: passives		
	ISW #4 Write a description of the given process. Use between 150 and 200 words.		20
	Homework: WB /VB; watch the video:		2
	1)https://www.youtube.com/watch?v=rXepkIWPhFQ - How to make filthy water		
	drinkable		
	2)https://www.youtube.com/watch?v=DjUkUqEDvgw - How we can eat our landscape		
13	Topic: Nature and Nurture – Absolutely breathtaking	3	3
	Vocabulary: Describing scenery/Communicating/		
	Listening: Holiday photos/Language and gender		
	Grammar: auxiliaries		
	Developing conversation: Emphatic tags		
	Homework: WB		2
14	Topic: Nature and Nurture – The Animal Kingdom	3	3
	Vocabulary: animals/compounds adjectives		
	Reading: Unusual animals		
	Video: Baby math page		
	Review		
	ISWT #6. Midterm test counseling		
	Homework: Revise and review vocabulary		2
15	Reviewing and revising	2	-
15	Test #2	1	25
	Homework: finish reading the book, write a review 300-450 words		
			100
	Assessment 2		100
	ssessment (exam)		
	grade for the course		100

	Number of hours	Maximum grade
	01 mouro	
Topic: Work 1 – Show you the ropes	3	3
Vocabulary: Roles and Tasks / adverb-adjective collocations		
Listening: First day at work		
Developing conversations: making deductions		
Grammar: Continuous forms		
Conversation practice: video		
		2
	3	3
ISWT #1 Consultations on the implementation of IWS #1/ Writing a cover letter		
		2
	3	3
Vocebulary: operations/mind and hody		
Listoning: operations/mind and obdy		
Developing conversations: vague language		
Developing Conversations, vague language		
		20
		2
Homework, wb, vb	3	3
Listening: doctors' experiences		
Vessehulary: nouns based on phrasal verbs		
Crommar modal auxiliaries		
Video. The cal who are needed		
IS w 1 #2. Consultations on the impression		2
	3	3
Common linking words and phrases		
Vacabulary: sports and events / talking about gaming/alliteration		
Deading: Play to play		
Listening: talking about sport / word games and wordplay		
Developing conversations: irony and humor		20
TITLE US A Commission optials		20
Homework: WB VB choose a game to research and write about, present the game in the		2
class		
Module 2 - Business issues		3
Tonic: History	3	3
Common dramatic inversion		
Vocabulary: personal histories / similes / historical events / discussing arguments and		
Reading: History mysteries		
Listening: A remarkable life / The impact of WW2		
Developing conversations: contextualized questions		
SIWT #3. Midterm test counseling		
Homework: WB, VB; video The sword Excalibur		2
		20
Tonic: News and the media – In the headlines	2	3
Vocabulary: Newspaper headlines / common sayings		
Listening: talking about the news		
Distering conversations: rhetorical questions and common opinions		
Developing conversations, included questions and continuent opinions		
Reading: Paps – they re not so bad		
		1
8       Topic: News and the media – On the hour, every hour		3
	Module 1 – Lifestyle issues           Topic: Work 1 – Show you the ropes           Vocabulary: Roles and Tasks / adverb-adjective collocations           Listening: First day at work           Developing conversations: making deductions           Grammar: Continuous forms           Conversation practice: video           Reading: The living dead (extract from the book)           Homework: WB pp. 52-54           Topic: Work 2 – Working conditions           Vocabulary: the world of work           Reading: Fact File           Listening: News stories about work           Speaking: which job is for me?           ISWT #1. Consultations on the implementation of IWS #1/ Writing a cover letter           Homework: WB, VB           Topic: Health and Illness issues 1 – Under the knife           Vocabulary: operations/mind and body           Listening: surgical procedures           Developing conversations: vague language           Reading: East meets west           IWS #1: Cover letter           Homework: WB, VB           Topic: Health and Illness issues 2 – Bedside manner           Listening: doctors' experiences           Vocabulary: nous based on phrasal verbs           Grammar: modal auxiliaries           Video: The cat who ate needles           ISWT #2. Consultations on the implement	Module 1 – Lifestyle issues         of hours           Topic: Work 1 – Show you the ropes         3           Uccabulary: Roles and Tasks / adverb-adjective collocations         3           Listening: First day at work         3           Developing conversations: making deductions         3           Grammar: Continuous forms         3           Conversation practice: video         3           Reading: The living dead (extract from the book)         4           Homework: WB pp. 52-54         7           Topic: Work 2 – Working conditions         3           Vocabulary: the world of work         8           Reading: Tact File         4           Listening: surgical procedures         3           Developing conversations: vague language         3           Reading: East meets west         7           Homework: WB, VB         3           Ustening: inclusion on the implementation of IWS #1/ Writing a magazine article         3           Ustening: usrgical procedures         3           Developing conversations: vague language         3           Reading: East meets west         7           Homework: WB, VB         3           Ustening: usrgical procedures         3           Developing conversations and hout a meedles         3

160 Grammar: Patterns after reporting verbs Homework: Reading and discussion Topic: Business and economics - Business matters 2 9 Vocabulary: How's business? 3 3 Listening: Making small talk Developing conversations: small talk ISWT #4. Consultations on the implementation of ISW #3 Applying for funding Homework: WB, Vocabulary Builder, video 2 10 Topic: Business and economics - Any other business? 3 3 Reading: Jailing of Icelandic bankers shows need to put people first Grammar: relative clause Vocabulary: Loanwords /business situations Video: Counterfeit strategy ISW #3: Write an email of at least 200 words requesting funding. 20 Homework: Review p. 131/video dubbing 2 Module 3 - Trends 11 Topic: Trends - In style 3 3 Vocabulary: Style and fashion / snowclones Listening: talking about clothes and style Developing conversations: backtracking and correcting Reading: All things must pass Grammar: prepositions ISWT #5. Consultations on the implementation of ISW #4 Giving information Homework: WB, VB, video dubbing - The devil wears Prada 2 12 3 3 Topic: Trends - Model behavior Listening: the fashion industry and body image Developing conversations: defining yourself Vocabulary: verb forms and word families 20 SIW #4 Giving information 2 Homework: Find an ad for a product that uses a model, present the ad, and whether the model is being objectified and presented positively or not 3 3 Topic: Danger and risk - Accident-prone 13 Vocabulary: Accidents and injuries / laws and regulations Listening: talking about accidents and injuries Developing conversations: interjections Reading: Compensation culture 2 Homework: WB 2 3 14 Topic: Danger and risk – Ignore at your peril Listening: internet risks and problems Vocabulary: synonyms Grammar: talking about the future Video Long neck women ISWT #6. Control test counseling 2 Homework: WB 15 Reviewing and revising 3 1 25 Test #2 100 Interim assessment #2 AL-FAR 100 **Final** assessment 100 **Overall** grade ФИЛОЛОГИЯ ФАКУЛЬТЕТІ B. U. Dzholdasbekova Acting Dean Drio Chair of the Academic Committee Zh, A. Sarsenbay on Learning and Teaching Quality Acting Head of the Department D. D. Dosmagambetova Lecturer A. D. Januzakova

RUBRIC FOR SUMMATIVE ASSESSMENT CRITERIA FOR EVALUATING LEARNING OUTCOMES

SIW #1

Circlerion         -cood*         -cood*         -cood*         -cood*           Vocabulary         Demonstrates a vide engle of coesista and soft strates of the major of antipact of the coesista and soft strates of the major of the coesista and soft strates of the major of the coesista and soft strates of the major of the major of the coesista and soft strates of the complex strutures with complex strutures with complex strutures with complex strutures with complex structures with constructures with complex structures with complex structures with complex structures with constructures with structures with constructures with structures with struc	Criterion					
Demonstrates a wide range of Demonstrates a wide range of vocabulary relevant to uchan precise and softiciated vocabulary relevant to uchan appropriation.         Shows a good range of relevant vocabulary relevant appropriation.         Uses a basic range of vocabulary relevant precise and softiciated vocabulary relevant precise and softiciated and so the enhances the presentation.         Shows a good range of relevant vocabulary relevant precise and softiciated and softice the complex structures with complex structures.         Shows a good range of relevant vocabulary relevant precise and softiciated complex structures with complex structures with complex structures.         Shows a good range of relevant precise and softiciated present but do not significantly constrained affect understanding.         Shows a good range of relevant volument.         Shows a softiciate follow, coherent.           Provides thorough, relevant with milimal hesitation.         Prevides thorough, relevant pauses or hesitations.         Speech is structures with pauses or hesitations.           Provides thorough, relevant with milimal hesitation.         Prevides thorough, relevant bauses and difficult fo follow, with milimal hesitation.         Covers basic information the topic.           Provides thorough, relevant on derstanding.         Demonstrates deep the topic.         Demonstrates dep the topic.           Demonstrates deep thorough relevant.         Demonstrates deep the topic.         Demonstrates dep the topic.           Demonstrates deep thorough relevance.         Demonstrates deep the topic.         Demonstrates dep the topic.           Demonstrates deep thorough relevance. <td< th=""><th>Criterion</th><th></th><th>"Cood"</th><th>"Satisfactory"</th><th>I imited vocabulary with</th><th>2</th></td<>	Criterion		"Cood"	"Satisfactory"	I imited vocabulary with	2
Demonstrates a wide range of precisional and solutisticated         Demonstrates a wide range of precision and solutisticated         Demonstrates and advanced terms. Generally vocabulary relevant         Demonstrates precision or variety.           vocabulary relevant         presentation.         presentation.         presentation.           consistently accurate with regeneration. Vocabulary consistently accurate with consistently accurate with consistently accurate with complex structures and impede understanding.         presentation.           Consistently accurate with consistently accurate with complex structures and impede understanding.         presentation.         presentation.           Consistently accurate with complex structures and imped understanding.         Generally accurate with occasional presentation.         presentation.           Fluent with natural rhythm and prese. Speech is smooth.         Prevides thorough, relevant, with minimal hesitation.         presentation occasional present stations.         presentation and insight hesitations.           Prevides thorough, relevant, with minimal hesitation.         Prevides thorough, relevant, with a good thereoy with occasional prevides thorough, relevant, with a good thereoy is constrained for and insight harabysis with with a celer structure.         prevides thorough, relevant, bunderstanding is superficial.           Demonstrates dee nunderstanding.         Prevides thorough, relevant, bunderstanding is clear and nucleus and amooth well-organized with analysis with with agood thereopic.         Demonstrate dee thorous is clear and nucleus and amooth well-organized with appro		"Excellent"	ar a mod range of relevant	Uses a basic range of	content renetition of	
precise and solutionswordenarybut lacks precision or Vartey.vocabulary relevant torappropriate and adds to thebut lacks precision or Vartey.vocabulary relevant tor.presentation.presentation.regeneratation.consistenty accurate with someBasic structures with someconsistenty accurate withcomplex structures. Errorsconsistenty accurate with somecomplex structures and adds to theBasic structures with someconsistenty accurate with somecomplex structures and adds to thepresent but do not significantlycomplex structures andimprede understanding.Good fluency with occasionalgood fluency with occasionalimprede understanding.Good fluency with occasionalsome fluency with noticeablepauses or slight hesitations.pauses or slight hesitations.some fluency with noticeableprovides thorough. relevantpauses or slight hesitation.some fluency with noticeableprovides thorough. relevantpauses or slight hesitation.some fluency with noticeableprovides thorough. relevantpauses or level of deall.the topic.provides thorough. relevantcovers basic informationthe topic.provides thorough. relevantpauses in data spected informationthe topic.provides thorough.bet accordthe topic.the topic.provides thorough.bet accordthe topic.the topic.provides thorough.bet accordthe topic.the topic.provides thorough.the topic.the topic.the topic.	Vocabulary	Demonstrates a wide range of	Shows a good tange of the	vocabulary, somewhat relevant	inannronriate choices.	
Tregeneration         May hinder clarity.           regeneration         Description         May hinder clarity.           regeneration         Consistently accurate with some complex structures with complex structures with complex structures and minimal errors. Errors to complex structures. Errors complex structures and minimal errors. Errors do not significantly complexity in sentences.         May hinder clarity.           consistently accurate with complex structures. Errors complex structures and minimal errors. Errors do not significantly conscional errors that may complex structures and minimal errors. Errors do not significantly conscional errors that may complex structures and complex structures and errors of not significantly sentences.         May hinder clarity.           Fluent with minimal hesitation.         Speech is generally clear and difficult to follow.         Speech sect is generally clear and difficult to follow.           with minimal hesitation.         coherent.         Covers basic information relevant information relevant information relevant information with a good level of detail.         Speech is generally sect of detail.           with minimal hesitation.         constrates deep         Lunderstanding of Londerstanding and insightful analystom veclors.           nunderstanding         Londerstanding of Londerstanding o		precise and sophisticated	advanced terms. Generally	but lacks precision or variety.	Wocahulary usage detracts from	
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		interaction survoury.				
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SIW #2 D

SIW #2 Describing trends in charts and graphs	n charts and graphs				Maximum grade
			"" ""	"Unsatisfactory"	
Criterion	"Excellent"			Frammatical	2
Grammar	Demonstrates flawless grammar with complex sentence structures and minimal errors (1-2).	Generally accurate grammar with some complex structures. Errors (3-4) are minor and do not significantly affect	Uses basic grammar with occasional errors that may cause confusion. Sentence structures are often simple.	Frequent grammarcon errors and simple structures that impede understanding. Errors significantly affect clarity.	
	immede understanding.	understanding.		I imited worabulary with	4
Vocabulary	Exhibits a wide range of precise and sophisticated vocabulary relevant to describing trends. Vocabulary enhances the	Shows a good range of relevant vocabulary, with occasional use of advanced terms. Vocabulary is generally appropriate and	Uses basic vocabulary relevant to the task but lacks variety or precision. Some word choices may not be fully appropriate or	International of the second of the description.	
	description and adds depth.	supports the description.	clear.		4
Content and Relevance	Provides a thorough and insightful analysis of the trends. Accurately describes key trends and patterns with well-	Offers a clear and relevant analysis of the trends. Describes key trends and patterns with good detail.	Provides a basic description of the trends. Analysis may be superficial or lack depth in describing key patterns.	Description is incomplete or inaccurate. Key trends and patterns are poorly described or missed.	
	supported details.		Some organization is	T 11	ŝ
Organization and Coherence	Presents information in a well-organized and logical manner. Ideas flow seamlessly with clear and	Generally well-organized with a logical flow. Transitions are mostly smooth, with minor issues.	apparent but may be disjointed. Transitions between ideas may be unclear or awkward.	Lacks clear organization and logical flow. Ideas are disjointed with poor or absent transitions.	
	effective transitions	Information is mostly clear	Information is somewhat	T. f. motion in includer or	e
Clarity and Precision	clearly and precisely. Descriptions are accurate, with no ambiguity or vagueness.	and precise. Minor ambiguities or lack of detail may be present but do not impede overall	clear but may contain ambiguities or vagueness. Some details may be missing or unclear.	vague. Descriptions are often ambiguous and fail to accurately convey trends.	
		understanding.	Description is within the	Description is outside the	2
Length and Completeness	150–200-word limit and fully covers the process.	Description is within the word limit and covers most aspects of the process.	word limit but may be incomplete or lack detail in some areas.	word limit or significantly incomplete.	
					20
Overall grade					

SIW #3 Debate				""""""""""""""""""""""""""""""""""""""	Maximum grade
Criterion	"Fxcellent"	"Good"	"Satisfactory"	Olladoore	9
Argumentation	Arguments are well- developed, insightful, and supported with strong evidence. Demonstrates a thorough understanding of the topic and addresses	Arguments are clear and well-supported with evidence. Shows good understanding of the topic and addresses some counterarguments.	Arguments are basic and may lack depth. Evidence is used but may be insufficient. Limited address of counterarguments.	Arguments are weak or poorly supported. Little to no evidence provided. Fails to address counterarguments.	
Language Use (Grammar and Vocabularv)	effectively. Uses a wide range of precise vocabulary and complex grammatical structures. Errors are	Good range of vocabulary and grammatical structures. Minor errors present but do not sionificantly affect	Basic vocabulary and grammar with some errors. Errors may cause occasional confusion. Limited use of complex	Limited vocabulary and frequent grammatical errors. Errors frequently impede understanding.	'n
6	understanding.	understanding.	structures. Somewhat clear but may	Lacks clarity and	4
Clarity and Coherence	Speech is exceptionally clear and coherent. Ideas are well-organized with logical progression and	Speech is clear and mostly coherent. Ideas are organized with some logical progression and	be occasionally disjointed. Organization and transitions may be weak or	coherence. Ideas are disjointed with poor organization and transitions.	
	effective transitions.	transitions.			6
Persuasiveness	Highly persuasive and engaging. Uses rhetorical techniques effectively to convince the audience. Demonstrates strong confidence and command	Generally persuasive with effective use of rhetorical techniques. Shows confidence and good command over the topic.	Somewhat persuasive out may lack effective rhetorical techniques. Confidence and command over the topic may be inconsistent.	Not persuasive; lacks effective rhetorical techniques. Shows little confidence or command over the topic.	
	over the topic. Actively engages with the audience and opponents.	Engages with the audience	Limited engagement with the audience and	Minimal engagement with the audience and	7
Engagement and Interaction	Responds effectively to questions and counterarguments. Demonstrates strong	and oppondness received to questions and counterarguments with some effectiveness.	opponents. Kespouses to questions and counterarguments may be basic or inconsistent.	opponents. Struggles to respond to questions and counterarguments.	
	interaction skills.				20
Overall grade					

Maximum grade	0	Si r	4	<i>v c</i>	20
"(1)nsatisfactory"	Inaccurate or incomplete description of the process. Key steps are missing or noorly explained.	Lacks clear organization and logical sequence. Ideas are disjointed with poor or absent transitions.	Limited vocabulary and frequent grammatical errors. Errors frequently impede understanding.	Information is unclear or vague. Description is often ambiguous and fails to accurately convey the process.	Description is outside the word limit or significantly incomplete.
5	"Satisfactory" Basic description of the process with some key steps covered. Some details may be missing or	unclear Some organization is apparent, but the sequence may be unclear or disjointed. Transitions may be awkward.	Basic vocabulary and grammar with some errors. Errors may occasionally cause confusion. Limited use of complex structures.	Information is somewhat clear but may contain ambiguities or vagueness. Some details may be missing or unclear.	Description is within the word limit but may be incomplete or lack detail in some areas.
	"Good" Describes the process accurately with most key steps covered. Some	details may be missing or less detailed. Well-organized with a logical sequence. Ideas are mostly coherent with some smooth transitions.	Good range of vocabulary and grammatical structures. Minor errors are present but do not significantly affect	understanding. Information is mostly clear and precise. Minor ambiguities or lack of detail may be present but do not impede overall	understanding. Description is within the word limit and covers most aspects of the process.
g a Given Process	h, led process.	ce ce	manner with smooth transitions. Uses a wide range of precise vocabulary and complex grammatical structures. Errors are	impede understanding. Information is presented clearly and precisely with no ambiguity. The description is easy to follow and understand.	Description is within the 150–200-word limit and fully covers the process.
stw #4 Rubric for Describing a Given Process	Content and Accuracy	Organization and Structure	Grammar and Vocabulary	Clarity and Precision	Length and Completeness

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LIC 10L III III III III III III III III III I				"T UCCALICEONNY	"Unsatisfactory"
		"Fxcellent"	"Good"	"Saustactury	5-6 or more sentences are
Section	Criterion		1-2 sentences have minor	3-4 sentences nave	
Common (1) nointe)	Accuracy and	All sentences are completed	errors, but meaning is	significant errors, another clarity.	
Grammar (ro pome)	Appropriateness	All words fit grammatically	Most words fit with	Several words are incorrect	Many or all words are incorrect or inappropriate.
	Grammar and Context	and contextually.	minor issues.	or inappropriate.	5-6 or more verbs are
T T T T T T T T T T T T T T T T T T T	Accuracy	All verbs are correctly conjugated and used in	1-2 verbs are incorrect, but meaning is mostly	3-4 verbs are incorrect, affecting meaning.	incorrect, causing confusion.
Vern Forms (10 points)		context. All verbs fit grammatically	clear. Most verbs fit with	Several verbs are incorrect	Many or all verbs are incorrect or inappropriate.
	Grammar and Context	and contextually.	minor Issues.	3-4 sentences have incorrect	5-6 or more sentences have
T Lulour (10 noints)	Accuracy and	All sentences are completed	vocabulary errors.	vocabulary, affecting clarity.	major vocabulary issues.
Vocabulary (10 points)	Appropriateness	All vocabulary choices are	Most choices are	Several choices are	Many of all choices are
	Vocabulary Choice	precise and contextually	accurate with minor	inaccurate or inappropriate.	inappropriate.
		accurate.	Most answers are correct	Several answers are	Many or all answers are
I intoning (15 noints)	Understanding and	All answers are correct with detailed understanding.	with minor details	incorrect, affecting understanding.	incorrect or incomplete.
FISICITY Summary	Detail		clear with minor	Adequate response with	Response is unclear or
Coooking (15 points)	Content, Fluency, and	Response is clear, detailed, and coherent.		notable issues in clarity or detail.	disorganized, with frequent issues.
Spranning (1) and a	Collici circo				Many or all matches are
manding (8 noints)	Comprehension and	All headings and extracts are correctly matched.	extracts are correctly matched with minor	beveral errors in matures headings and extracts.	incorrect or unclear.
Keaung (o power)	Matching 1 car	-		Several questions are	Many or all questions are
	A neworing Ollestions	All questions are answered correctly with relevant	with minor	cant	answered incorrectly or not at all.
	Allowed Sun David	details.	omissions. Mostly well-structured	but with	Poor structure and
Whiting (15 points)	Structure, Content, and	Well-structured, relevant, and accurate writing.		notable issues in content of a	and accuracy
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B AND AN			10 1. E. adams ??	"Unsatisfactory"	Maximum grade
Criterion	"Excellent"	"Good"	"Satistactory		4
Content and Relevance	Addresses the job requirements and company needs comprehensively; includes specific examples	Addresses the job requirements and company needs well; includes	Covers job requirements and company needs but lacks detail or specificity.	Lacks relevance to the Job or company; vague or incomplete.	
	of relevant experience.				3
Structure and Organization	Exceptionally well- organized; clear introduction, body, and conclusion with logical flow and effective	Generally well-organized with minor issues in flow or transitions.	Organization is apparent but has noticeable issues in structure or flow.	Poorly organized; lacks clear structure and logical flow.	
Writing Style and Tone	Professional, engaging, and tailored to the company; tone is consistent and	Professional with minor inconsistencies in tone or engagement.	Adequate professionalism but lacks engagement or has tone inconsistencies.	Unprofessional or ineffective tone; inconsistent or inappropriate style.	7
Grammar and Mechanics	appropriate. No grammatical, spelling, or punctuation errors; writing is polished and	Few minor grammatical, spelling, or punctuation errors.	Several errors that occasionally affect readability.	Frequent errors in grammar, spelling, or punctuation that hinder readability.	4
	error-tree. Clear and concise; communicates points	Generally clear with minor issues in conciseness or	Somewhat clear but includes unnecessary details	Unclear or verbose; fails to communicate points	e
Clarity and Conciseness	effectively without unnecessary detail.	unnecessary detail.	or lacks conciseness.	effectively.	
Personalization and Customization	Highly personalized and tailored to the specific job and company; shows deep understanding of the	Good personalization and tailoring with minor issues.	Some personalization but lacks depth in tailoring to the job or company.	Minimal or no personalization; generic and not tailored to the job.	4
Impact and Persuasiveness	organization. Strong impact; effectively persuades the employer of the applicant's suitability and enthusiasm for the	Good impact; persuades the employer with some minor gaps.	Some impact; provides basic persuasion but lacks strong evidence or enthusiasm.	Little to no impact; fails to persuade or demonstrate enthusiasm.	71
	role.				20
Overall grade					

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IW #6 Rubric for writing a magazine article
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a A TOT ALIANN 04				96	Mavimum grade
			"Satisfactory"	"Unsatisfactory	anpig minuterer
Criterion	"Excellent"		Content is relevant hilt	Content is off-topic or	5
Content and Relevance	Content is highly engaging, relevant, and thoroughly covers the topic with	Content is engaging and relevant with good coverage of the topic.	lacks depth or originality in parts.		
	orioinal insights.			-	5
Structure and Organization	Article is well-organized with a clear and logical flow: sections are	Generally well-organized with minor issues in flow or connections between	Organization is apparent out with noticeable issues in flow or coherence.	structure and flow.	
	seamlessly connected	sections.		Writing style is	5
Writing Style and Tone	Writing style is engaging and appropriate for the target audience; tone is	Writing style is appropriate with minor inconsistencies in tone or engagement.	Writing style is acceptable but lacks engagement or has tone inconsistencies	withing any re- inappropriate or ineffective; tone is inconsistent or off-putting.	
Grammar and Mechanics	consistent and effective. No grammatical, spelling, or punctuation errors;	Few minor grammatical, spelling, or punctuation errors.	Several grammatical, spelling, or punctuation errors that occasionally	Frequent errors in grammar, spelling, or punctuation that hinder	n
	error-free.			Fittle to no creativity or	2
Creativity and Originality	Highly creative and original approach; presents unjoue perspectives and	Creative and original with some unique ideas and perspectives.	Some creativity and originality but relies on common ideas.	originality; lacks unique perspectives.	
	ideas.	- · · · · · · · · · · · · · · · · · · ·	Moderately engaging but	Not engaging; fails to	3
Engagement and Interest	Exceptionally engaging and captures the reader's	Engaging with occasional lapses in interest.		capture or maintain reader's interest.	00
	interest throughout.				70
<b>Overall grade</b>					

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Criterion	"Excellent"	"Good"	"Satisfactory"	"Unsatisfactory"	Maximum grado
Clarity and Purpose	The email clearly states the purpose, and the specific amount of funding requested. The goals and needs are well-explained	The purpose and funding request are mostly clear with minor ambiguities.	The purpose and funding request are somewhat clear but lack specific details.	The purpose and funding request are unclear or vague.	5
Structure and Organization	The email is exceptionally well-organized with a clear introduction, body, and conclusion. The flow of information is logical and coherent.	The email is generally well- organized with minor issues in flow or structure.	The organization is apparent but with noticeable issues in structure or flow.	The email is poorly organized, with unclear or illogical structure.	4
Persuasiveness and Impact	The email is highly persuasive, effectively conveying the importance of the funding and its potential impact.	The email is persuasive with minor gaps in details or impact.	The email is somewhat persuasive but lacks strong evidence or convincing arguments.	The email is not persuasive; it fails to effectively convey the importance or impact of the funding.	4
Grammar and Mechanics	The email is free of grammatical, spelling, or punctuation errors. Writing is polished and error-free.	The email contains a few minor grammatical, spelling, or punctuation errors.	The email has several errors that occasionally affect readability.	The email contains frequent errors in grammar, spelling, or punctuation that hinder readability.	4
Professionalism and Tone	The email maintains a highly professional tone and appropriate language throughout.	The email is mostly professional with minor issues in tone or language.	The email shows some professionalism but has noticeable issues in tone or language.	I he email lacks professionalism or has inappropriate tone and language.	w c
Overall grade					70

			"Catiefantury"	"Unsatisfactory"	Maximum
Criterion	"Excellent"	"Good"	Saustactory		and grade
Clarity and Purpose	The essay is extremely clear with a well-defined purpose. Information is presented logically and is easy to understand	The essay is mostly clear with a defined purpose. Information is generally easy to understand but may have minor ambiguities.	The essay is somewhat clear but the purpose or information may be unclear or confusing at times.	The essay is unclear with an undefined purpose. Information is confusing or difficult to understand.	50
Structure and Organization	The essay is well-organized with a clear introduction, body, and conclusion. Transitions are smooth and logical.	The essay is generally well- organized with minor issues in structure or transitions.	The essay shows some organization but has noticeable issues in structure or transitions.	The essay is poorly organized with unclear or illogical structure and transitions.	4
Content and Accuracy	Information provided is accurate, detailed, and relevant. All key points are well-supported with evidence or examples.	Information is mostly accurate and relevant with some detail and support for key points.	Information is generally accurate but may lack detail or have minor inaccuracies. Support for key points is weak.	Information is inaccurate or irrelevant. Key points are poorly supported or missing.	4
Grammar and Mechanics	The essay is free of grammatical, spelling, or punctuation errors. Writing is polished and error-free.	The essay contains a few minor grammatical, spelling, or punctuation errors.	The essay has several errors that occasionally affect readability.	The essay contains frequent errors in grammar, spelling, or punctuation that hinder readability	4
Engagement and Style	I the essay is engaging with a clear, appropriate style for the topic. The writing maintains the reader's interest throughout.	The essay is engaging with a generally appropriate style, though it may have minor issues in maintaining reader interest.	The essay has an adequate style but may not fully engage the reader or may have issues with appropriateness.	The essay lacks engagement and style, making it difficult for the reader to stay interested.	ε
Uverall grade					00