

SYLLABUS
Spring semester 2024-2025 academic year
Educational program "6B03104 International relations"

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 (IWSST)	
		Lectures (L)	Practical classes (PC)	Lab. classes (LC)			
102259 “Foreign language for academic purposes”	4	-	5		3	4	
ACADEMIC INFORMATION ABOUT THE COURSE							
Learning Format	Cycle, component	Lecture types	Types of practical classes		Form and platform final control		
Offline	BD University component	-	discussion, problem-solving, round table		Oral exam (standard) Univer System		
Lecturer - (s)	Karipbayeva Gulnar Alipbayevna						
e-mail :	alipbai@gmail.com						
Phone :	8 707 820 2200						
ACADEMIC COURSE PRESENTATION							
Purpose of the course	Expected Learning Outcomes (LO) *				Indicators of LO achievement (ID)		
The goal of the discipline to master a foreign language as a means of scientific academic communication. Subject area: professional terminology, features of academic reading, specifics of written and oral communication, scientific style, features of analytical works, oral forms of analytical communication, presentation,	1. To understand intermediate terminology and abbreviations, structure of texts, titles, and explain main idea and themes of upper-intermediate and authentic texts related to professional activities;				1.1 understands basic terminology and abbreviations structure of authentic texts;		
					1.2 explains the main idea and themes of authentic texts related to professional activities;		
	2. To interpret professional texts including news articles, international documents;				2.1 interprets professional texts using basic terminology;		
					2.2 works efficiently with international documents, news articles and other professional texts;		
	3. To apply skills and abilities to recognize basic professional terms and academic grammar structures in authentic texts;				3.1 applies skills and abilities to recognize basic 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 basic terminology and academic grammar in given professional situations;		
					4.2 develops listening skills to comprehend academic speech;		
					4.3 develops writing skills necessary for business writing in their professional sphere;		
	5. To analyze main strategies for working with texts, including using and without dictionaries, and discuss questions about the text, justifying them with arguments and examples.				5.1 analyzes main strategies for working with professional texts.		
5.2 discusses main professional issues, express their opinion and prove their points of view.							

business meeting, negotiation and discussion skills of a professional nature.		
Prerequisites	"Basic Foreign Language in the context of Intercultural Communication"	
Postrequisites	"Foreign language in International activity by the choice of students"	
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. Spencer D. Gateway B2: Student's book, 2nd edition, 2016, 158 p. 3. Cunningham S., Moor P. New Cutting Edge: Upper -Intermediate, Advanced: student's book, teacher's book, workbook. - Longman, 2013. 4. Jones, M. Straightforward. Upper-Intermediate: Student's Book, Workbook / Macmillan, 2013. 5. Mann M., Taylore-Knowles S. Destination: B1, B2 Grammar & Vocabulary. Macmillan, 2013, 255 p., 258 p. 6. English. TED Tasks: textbook. M: MGIMO University, 2019, p. 142. 7. Borisenko I.I., Evtoushenko L.I. English in International Instruments. Moscow, 2015 8. Givental I.A. How to say it in English? Moscow, Flinta, Nauka, 2021. Research laboratories: 9. Multimedia language classroom 322 10. Center for cross-cultural communication and translation studies 302 Professional scientific databases: 11. Scientific database https://www.scopus.com 12. 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.ru 15. 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/ 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. E-International Relations https://www.e-ir.info/	
Academic course policy	The academic policy of the course is determined by the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University. Documents are available on the main page of IS Univer. Integration of science and education. The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments. Attendance. The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points. Academic honesty. Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable. Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by the "Rules for the final control", "Instructions for the final control of the autumn / spring semester of the current academic year", "Regulations on checking students' text documents for borrowings".	

Documents are available on the main page of IS Univer.

Basic principles of inclusive education. The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.

Все обучающиеся, особенно с ограниченными возможностями, могут получать консультативную помощь по телефону/e-mail alipbai@gmail.com и посредством видеосвязи в ZOOM <https://us04web.zoom.us/j/3336492518?pwd=WGI2ZksvZzhlbEllazQ1a3B4NHROZz09>

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.

It's not allowed to be late for the lessons! If a student is late for the first lesson! he is not allowed to participate at the subsequent lessons as well!

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																
B-	2.67	75-79																
C+	2.33	70-74																
C	2.0	65-69																
C-	1.67	60-64	Satisfactorily															
D+	1.33	55-59																
D	1.0	50-54	Unsatisfactory															
				<table><tr><th>Formative and summative assessment</th><th>Points % content</th></tr><tr><td>Activity at classes</td><td>5</td></tr><tr><td>Work in practical classes</td><td>20</td></tr><tr><td>Independent work</td><td>25</td></tr><tr><td>Design and creative activity</td><td>10</td></tr><tr><td>Final control (exam)</td><td>40</td></tr><tr><td>TOTAL</td><td>100</td></tr></table>	Formative and summative assessment	Points % content	Activity at classes	5	Work in practical classes	20	Independent work	25	Design and creative activity	10	Final control (exam)	40	TOTAL	100
Formative and summative assessment	Points % content																	
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Independent work	25																	
Design and creative activity	10																	
Final control (exam)	40																	
TOTAL	100																	

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 Introduction to the profession in a foreign language			
1	PT 1 What is international relations? Vocabulary: international relations terminology Grammar: Tenses review Reading: article "International relations is the key to all our futures" Speaking: discussion of recent post with #InternationalRelations	3	9
2	PT 2 Diplomacy: bilateral and multilateral Nazir Turekulov. His Biography Vocabulary: international relations terminology Grammar: Active vs. Passive Voice Reading: The Evolution of Multilateral Diplomacy Speaking: agreeing or disagreeing with a quote IWS 1 Consultation on the implementation of IWS 1	3	9
3	PT3 Diplomat: main responsibilities, qualities and skills, interview Akmaral Khaidarovna Arystanbekova - the first Permanent Representative of Kazakhstan to the UN Vocabulary: international relations terminology Grammar: Modals and semi-modals	3	9

	IWS 1 The United Nations-the main Intergovernmental organization		7
4	PT4 Thucydides is the founder of international relations study General Secretaries of the UNO. Trygve Lie (Norway) Vocabulary: international relations terminology Grammar: Conditionals - zero, first, second, third, mixed	3	9
5	PT5 International organizations - General Secretaries of the UNO Dag Hjalmar Agne Carl Hammarskjöld, U Thant Vocabulary: international relations terminology, abbreviations Grammar: regrets about past - wish, should have V3, must have V3, had to	3	9
5	IWS 2. Consultation on the implementation of IWS 2	1	
MODULE 2 Foreign language competence in given situations			
6	PT 6 Extraordinary talents Vocabulary: personality adjectives, noun suffixes Grammar: degrees of comparison (adjectives and adverbs) Reading: Theory of multiple intelligence, Emotional intelligence Listening: hidden talents Speaking: talking about illusionists Writing: practical exercises	3	9
	IWS 3. The United Nations: today's agenda and its functions	1	7
7	PT 7 Money matters Vocabulary: money and banking Grammar: modal verbs Reading: Money: a brief history Listening: Bitcoins Speaking: talking about photos Writing: formal letter – complaint	3	9
	IWS 2. The United Nations: main bodies Midterm control assignments	25	7 16
			100
Midterm control 1			
8	PT8 Foreign governments and policies General Secretaries of the UNO. Ban Ki-moon Vocabulary: international relations terminology Grammar: Infinitive - complex subject	3	9
	IWS 4. Consultations on the implementation of IWS 3	1	3
9	PT9 Globalization General Secretaries of the UNO. Antonio Manuel de Oliveira Guterres Vocabulary: international relations terminology Grammar: Infinitive vs. Gerund	3	9
10	PT10 Migration: problems and perspectives, brain drain Vocabulary: international relations terminology Grammar review	3	9
	IWS 5. Preparing a mind map on the topic "Global issues" and presenting it	1	7
MODULE 3 Professional discourse and speech culture			
11	PT 11 War, armed conflicts and nuclear proliferation Vocabulary: international relations terminology Grammar: Infinitive vs. Gerund	3	9
12	PT 12 International security and terrorism Vocabulary: international relations terminology Grammar: Present and Perfect Participle	3	9
	IWS 3 Preparing a presentation on the topic "Anti-war or anti-terrorist campaign/plan"	1	7
13	PT 13 Agreements and protocols Vocabulary: international relations terminology Grammar: Adjectives + to infinitive, -ing, that-clause, wh-clause	3	9
	IWS 5. Consultation on the implementation of IWS 4.	1	4
14	PT 14 Negotiations: types, rules, tips Vocabulary: international relations terminology Grammar: Adverbial clauses and conjunctions	3	9
15	PT 15 Public Speaking: using professional language Vocabulary: international relations terminology Grammar review	3	9
		25	21
Midterm control 2			100

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 of presentation are clearly formulated, clear to all members of the audience, and leave no doubt.	The purpose and objectives of the presentation are expressed, but may be somewhat vague or not clear enough to fully understand.	The purpose and objectives of the presentation are not clearly formulated, making it difficult to understand the main intention of the speaker.	The lack of a clear statement of the purpose and objectives of the presentation.
Lexical and grammar competence	Topical lexical and grammatical structures are actively used in a proper and correct manner.	Topical lexical and grammatical structures are used partially in a proper and correct manner with limited degree of misusage.	A few topical lexical and grammatical structures are used with a number of mistakes.	No topical lexical and grammatical structures are used with a great number of grammar and lexical mistakes.
Analysis skills and presentation of main ideas	In-depth analysis of main ideas, detailed presentation of material with additional aspects of the topic, brief and visualized information using pics, photos, diagrams, charts, tables, bullet points, etc.	A good analysis with presentation of key aspects, but more details or specific examples may be needed. A few visual tools are used.	Limited analysis of main ideas, presentation of fragmentary information. Few visual tools are used.	Lack of analysis, presentation is superficial and unintelligible. Visually it includes only text with no special tools like pics, diagrams, bullet points, etc.
Relevance and accuracy of the information provided	All the information provided is complete, accurate, relevant and fully consistent with the topic of presentation.	The information is presented in general, but there are small gaps or inaccuracies. Partially relevant to the topic.	There are significant omissions or inaccuracies in the information provided. Most parts of the presentation are irrelevant to the topic.	The information provided is fragmentary and does not meet the requirements of the assignment. No relevance to the topic at all.
Public speaking skills	Confident, professional and effective performance with excellent use of voice, gestures and audience contact. Excellent diction and pronunciation.	Speaking is effective, but some work may be needed to improve communication skills. Good diction and pronunciation with some phonetic mistakes.	Public speaking skills require major improvements. Poor diction and pronunciation with plenty of phonetic mistakes.	The performance is unsuccessful, making it difficult for audience to understand and engage.
Critical thinking skills and own judgement	The presentation contains deep and original conclusions, as well as clear demonstration of critical thinking.	The main conclusions and critical thinking skills are present, but they may be more improved.	Conclusions are available, but they are limited and may require additional development. Poor critical thinking skills.	Lack of own conclusions and recommendations.