Higher School of Economics
School of Foreign Languages

Moscow, Russia

1. Course Description

a. Title of Course
Practical Course (4 Skills) Q: Skills 5
b. Prerequisites
CEFR language proficiency level B2
c. Course Type
Compulsory
d. Abstract
The course provides opportunities for students to continue developing their listening, speaking, reading, writing, critical thinking, critical dialogue, and presentation skills.
The course combines traditional and summative activities (e.g., essays, quizzes) and nontraditional and formative activities (e.g., role plays, game creation, story writing.) This syllabus sets minimal requirements for the knowledge and skills of students and determines the contents of the course. It is designed for first year Masters' students studying to become ESL/EFL teachers, translators, interpreters, and related professions.

2. Learning Objectives and Goals

The objectives and goals of the course are:

Cognitive Objectives and Goals for Students

To know about critical thinking, critical dialogue, and critical writing skills;
To know about the communication process;
To know about the significance of audience and purpose in communication;
To know about the conventions of English in varying circumstances and for a variety of purposes;
To know how to brainstorm and mind-map;
To know how to identify a thesis statement;
To know how to identify a topic sentence;
To know how to provide evidence for assertions;
To know how to identify and make inferences;
To know about the dangers of plagiarism and know how to avoid plagiarizing;
To know how to reflect, research, peer review, and revise using multiple activities and exercises; and

To know how to prepare and give presentations and ask appropriate questions and provide appropriate answers.

Behavioral Objectives and Goals for Students

To practice English language skills to improve proficiency in listening, speaking, reading, writing, vocabulary, idioms, collocations, critical thinking, critical dialogue, and identifying and making inferences;
To use the knowledge they're gaining to think and write critically and to respectfully discuss critically complex issues and topics;
To use the conventions of formal and informal English in writing and speaking;
To use the skills they've learning to identify writing and presentation topics;
To use the skills they're learning to make presentations;
Not to plagiarize;
To expand their vocabulary and their knowledge of idioms and collocations;
To use various brainstorming and mind-mapping strategies;
To use the skills they've learned to reflect, research, peer review, and revise using multiple activities and exercises; and
To use their critical thinking and reflection skills to create a plan for improving their English reading, writing, listening, speaking, and presentation skills.

Affective Objectives and Goals for Students

To think critically about and reflect upon how to improve as a student, a writer, a speaker, a presenter, and a teacher of English;
To think critically about and reflect upon how to contribute to the TESOL field;
To think about the dangers of plagiarism and how to avoid it.

3. Learning Outcomes for Students

Upon satisfactory completion of the course, the students should:

Identify and avoid plagiarism;
Copiously read, write, speak, listen, present, and understand English at Q Skills 5 level;
Use brainstorming and mind-mapping tools and strategies;
Write drafts and revisions of a variety of assignments and activities;
Critically read, reflect upon, provide peer review on, and revise work;
Use materials to analyze documents and prepare work;
Properly prepare homework assignments;
Work individually, in pairs, and in small and large groups on activities and projects;
Identify and use legitimate Internet resources;

Identify topics for critical analysis, critical writing, discussion, and presentation;
Engage in critical analysis and respectful critical dialogue;
Prepare and give presentations.

4. Reading and Materials List (subject to change)

Q: Skills for Listening and Speaking 5 *(Units 2, 4, and 7)*

Unit 2
TED Talks
https://www.ted.com/speakers/jill_bolte_taylor
https://www.ted.com/talks/christine_sun_kim_the_enchanting_music_of_sign_language/transcript?language=en
The Atlantic
http://www.theatlantic.com/technology/archive/2015/08/koko-the-talking-gorilla-sign-language-francine-patterson/402307/
YouTube
https://www.youtube.com/watch?v=WAmnGqjSB4M

Unit 4
TED Talks
https://www.ted.com/talks/pamela_meyer_how_to_spot_a_liar?language=en
https://www.ted.com/talks/michael_shermer_the_pattern_behind_self_deception?language=en
https://www.ted.com/talks/apollo_robbins_the_art_of_misdirection?language=en
Radiolab
http://www.radiolab.org/story/91612-deception/
The Diane Rehm Show
https://thedianerehmshow.org/shows/1999-09-08/lie-detection
National Public Radio
http://www.npr.org/programs/ted-radio-hour/311863205/why-we-lie
This American Life
http://www.thisamericanlife.org/radio-archives/episode/173/three-kinds-of-deception?act=2
"The Necklace" (short story)

Unit 7
TED Talks
http://www.ted.com/talks/steven_johnson_where_good_ideas_come_from?language=en
https://www.ted.com/talks/amy_tan_on_creativity?language=en
https://www.ted.com/talks/maya_penn_meet_a_young_entrepreneur_cartoonist_designer_activist

https://www.ted.com/talks/saul_griffith_on_everyday_inventions?language=en
https://www.ted.com/talks/adam_grant_the_surprising_habits_of_original_thinkers?language=en
https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?language=en
Voice of America
http://www.voanews.com/a/3335147.html

Materials the professor will provide
Materials students will be asked to provide

5. Course Content

Topics: Part 1
Unit 2: How does language affect who we are?
Communication
Types of communication

- Human and non-human communication
- Formal and informal communication
- Cross-cultural communication
- Regional communication
- Gender communication
- Challenges in communication and communicating
- Solutions to problems in communicating

Language
Types of language

- Elements of language
- Types of languages
- Examples of languages
- Uses for languages

Audience and purpose
Grammar and vocabulary skills: new vocabulary, negative prefixes, figurative language

Required assignments and activities
Formative Assessments:
Mindmapping
Freewriting
Summary writing
Narrative essay writing
Listening and answering questions
Illustrating concepts

Vocabulary development (crosswords, idiom stories, search-a-word)
Pair and small and large group work (discussions)
Presentations

Topics: Part 2
Unit 4: Deception
Defining deception
Types of deception
Reasons for deception
Human and non-human deception
Grammar and vocabulary: appositives, word forms, suffixes, stress shift, relative clauses

Required assignments and activities
Formative Assessments:
Mindmapping
Freewriting
Listening and answering questions
Illustrating concepts
Grammar and vocabulary skills: writing appositives, changing word forms, writing relative clauses, new vocabulary
Pair and small and large group work (discussions)
Presentations

Topics: Part 3
Unit 7: Where do new ideas come from?
Identifying problems
Problem solving
Critical thinking and analysis: Facts vs. Opinions
Grammar and vocabulary skills: formal and informal expressions; slang; text language; noun clauses; conditional modals, new vocabulary
Designing, administering, and analyzing surveys
Designing, administering, and analyzing needs assessments
Developing a marketing plan and presentation to sell a new invention or idea

Required assignments and activities
Formative Assessments:
Mindmapping
Freewriting
Surveys
Marketing plan

Listening and answering questions
Illustrating concepts
Grammar and vocabulary skills: writing and speaking with noun clauses, conditional modals, and slang
Pair and small and large group work (discussions)
Marketing presentation

Course Summative Assessment: Exam

6. Exam card

1. Create a mind map with LANGUAGE as the main idea.
2. Illustrate what the brain's right hemisphere does.
3. Illustrate what the brain's left hemisphere does.
4. Read "The Last Leaf" by O. Henry; then, write a summary of it.
5. Watch and listen to the TED Talk by Isaac Mizrahi; then, write a summary of it.
6. Create a crossword puzzle using the vocabulary list you've compiled from units 2, 4, and 7.
7. Write about a time when you were deceitful. What happened? Whom did you deceive? Why were you deceitful? Were there ramifications of your actions? If yes, explain. What did you learn from this experience?
8. What is the difference between communication and language?
9. Explain the roles audience and purpose play in communication.
10. You discover that one of your classmates has been plagiarizing. What do you do? Write your answer, and explain why you've chosen the decision you have.

7. Methods of Instruction

The course relies on a student-centered, multiple intelligences approach to teaching and learning. Instruction will employ individual, small and large group, and pair work (e.g., presentations; role plays; mind-mapping; journal, essay, and story writing; crosswords, acrostics, create-a-word; pangrams); discussion; dialogue; and Socratic inquiry. The professor will facilitate student learning, and lectures will be minimal; therefore, students are expected to be active, responsible participants in their own learning and development.

8. Special Equipment and Software Support

Standard technical equipment (PC+CPr) and requirements, including Wi-Fi access.

9. Grades

Оценки по шкале ECTS (ECTS scale)		Шкала 10 баллов (10 band scale)	Шкала 5 баллов экзамена (5 band scale)
A +	Excellent	**10**	Отлично 5 (excellent)
A	Very good	**9**	Отлично 5
A –	Very good	**8**	Отлично 5
B +	Good	**7**	Хорошо 4
B –	Good	**6**	Хорошо 4 (good)
C +	Satisfactory	**5**	Удовлетворительно 3
C –	Satisfactory	**4**	Удовлетворительно 3
F	Fail	**3**	Неудовлетворительно 3
F	Fail	**2**	Неудовлетворительно 2 (fail)
F	Fail	**1**	Неудовлетворительно 2

Appendix 1. Course Requirements and Grading Scale

A. Cumulative Grade

1. **Lecture attendance** is compulsory for everyone taking the course. As a measure of engagement with the course, it is very important for learning; it will be monitored via an attendance sheet and evaluated according to a plus/minus scale (see below). You must not fake an entry for someone who is not attending the lecture; doing so will result in disciplinary action. If you need to leave the lecture early, please ask permission before its start.

2. Furthermore, active **participation** in group discussions and in-class assignments is required at every **seminar** and will be evaluated according to a plus/minus scale (see below). Please be in class on time – this will give us all an opportunity to finish on time as well. You are to prepare for every class and to be active in class discussions. You will be counted absent if you have not done your required reading and come unprepared, and your seminar participation grade will be affected.

Absence policy

Please inform your instructor about your **excused absences** before the class (not after) by email, and provide your doctor's notes and other documents about them. An **excused absence** is an absence due to a number of accepted reasons, such as a medical or personal issue beyond your control, participation in a significant extracurricular university event, conference etc. If the absence is excused, the grades for lecture attendance and seminar participation will not be reduced. Students will have an opportunity to make up any quizzes and/or projects missed for full credit on a date agreed upon by the student and instructor.

However, even if you are absent, you are still responsible for all work. It remains your responsibility to find out which assignments you missed, to acquire the handouts, and to borrow and copy the class notes for the day(s) you were absent. Because you will have at least a week's lead time for major written home assignments, the due date for these remains the same regardless of your absence.

3. **Ongoing assessments** will evaluate your understanding of required topics and content of required Key Texts. Your grade depends on the percentage points you get for the quiz (see below). Quizzes are final, so please keep in mind that you cannot retake them. Make-up of missed work is allowed for excused absences only. Otherwise, your grade is a zero. The list of required topics and Key Texts is as follows:

4. There will be several written home assignments in various formats, such as journal writing, mind-mapping etc. Your written homework should be either neatly handwritten or–typed, and follow basic academic style conventions and formatting rules (see Appendix 2); otherwise, it is not accepted.

Please note that you should try and meet assignment deadlines by all means. In case your assignment is 1-2 days late, you lose 50% of your grade. In case your assignment is 3 or more days late, it is not accepted or assessed – your grade is a zero.

Do not discard any papers you produce during the year until you receive your final grade.

Plus/minus scale, percentage points, and regular HSE grades

The assessment of **lecture attendance, seminar participation, and written assignments** is based on the amount of work done and the effort involved. In evaluating these assignments the instructor will use a plus/minus scale:

Plus: lecture attended OR answer/assignment meets the expectations for engagement, competence, and/or length.

Plus-minus: answer/assignment is too superficial or too short.

Minus: lecture missed OR answer not given/assignment not turned in.

The total points (all of your pluses) earned in each module will be converted to a percentage, which will be subsequently translated into an HSE grade according to this scale:

Percentage points	HSE grade
96-100%	10
90-95%	9
80-89%	8
75-79%	7
65-74%	6
55-64%	5
45-54%	4
35-44%	3
25-34%	2
0-24%	1

Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, and/or submitting work of another person or work previously used without informing the instructor. Students who are found to be dishonest will receive academic sanctions including, but not limited to, automatic zero on the work (for further information visit http://www.hse.ru/studyspravka/pism).

Appendix 2. Formatting Guidelines for Written Assignments

Type your paper on a computer and print it out on standard white A4 paper. Use only one side of the paper.

In the upper left-hand corner of the first page, list your name and the date.

Center the title.

Set the margins of your document to 1 inch (2.5 cm) on all four sides. Number all pages consecutively with Arabic numerals (1, 2, and so on) in the upper right corner.

Indent the first line of paragraphs one-half inch (1.25 cm) from the left margin. Do not leave white spaces between paragraphs.

Double-space (двойной межстрочный интервал) the text of your paper, and use Times New Roman font. The font size should be 12 pt.