1. Course description

a. Title of the Course
Practice of Oral and Written Speech

b. Pre-requisites
This course is a part of a basic professional course (Major). To acquire the program the students should:
- approach the language skill of (B2/ IELTS 5 – 6/ Intermediate);
- be able to use a foreign language as means to get information from foreign-language source for educational and self-educational purposes;
- communicate effectively while working together, taking into consideration the other members’ points of view;
- be able to search for data and find information from different sources; think over and interpret the information critically.

c. Course type
Compulsory

d. Abstract
The course aims at developing communicative skills through active reading, listening, speaking, writing, as well as particular skills essential to academic study such as critical thinking.
The course combines activities of a traditional (tests, quizzes) and a non-traditional (debates, discussions) nature. It also includes various projects conducted individually or in small groups. The course will be interesting for those aspiring to communicate successfully in English.
1. Learning Objectives

Development of foreign language communicative competence, including *subcompetences*:
- linguistic competence (lexical items and grammar rules knowledge);
- sociolinguistic competence (using and interpretation of linguistic forms according to the context);
- discursive competence (understanding and logical composing of certain statements for the purpose of notional communication);
- strategic competence (using and interpretation of linguistic forms according to the context);
- sociocultural competence (certain degree of sociocultural context knowledge)
- social competence (cooperation and working with others; situations control)

2. Learning Outcomes

Upon satisfactory completion of the course, the students should:

**Know:**
- vocabulary for matters connected with most general and academic topics;
- the strategies of listening for gist, listening for specific information, listening for detail;
- the strategies of effective reading;
- the strategies of academic writing;
- the strategies of note-taking;
- the strategies of cross-cultural interaction.

**Be able to:**
- use content obligatory language in speaking and writing;
- use vocabulary appropriately;
- critically evaluate data, reference, articles on the issues under study;
- cope with the following types of
  - written tasks: paragraphs, essays
  - speaking tasks: monologues, discussions, presentations
  - listening tasks: listening for gist, listening for specific information, listening for detail, note-taking;
  - reading tasks: scanning, skimming, reading for detailed comprehension.

**Develop skills of:**
- language acquisition;
- written and oral communication;
- public speaking;
- analytical work;
- cross-cultural dialogue;
- research

This course is a part of a basic professional course (Major). It is based on disciplinary and metadisciplinary skills acquired upon completion of secondary education in accordance with the Federal Educational Standard.
Principal provisions of the discipline shall be used further on when studying the following subjects:
- Elective course
- Online elective discipline from the recommended list (in English)
- Research Seminar
- Professional disciplines in English
- English for specific purposes
- Business English

4. Course plan

Unit 1. Education, learning and intelligence.

Control of acquired skills, both oral (monologues) and written speech. Use of English. Listening test.

Unit 2. Health, medicine and fitness

Developing a paragraph, rephrasing. Keeping healthy: developing a paragraph, Writing.
The greatest medical discoveries. Conventional and alternative medicine
Reading strategies: skimming, scanning, reading intensively.

Control of acquired skills. Use of English. Writing a paragraph.

Unit 3. The Changing Urban Profile


Control of acquired skills. Monologues. Listening. Reading. Use of English.

Unit 4. Food, Water and Energy Security Nexus


Control of acquired skills. Project work. Writing a paragraph. Reading. Use of English.

**Unit 5. Global Culture and Trade**

Globalisation. Easily explained.
Which country does the most good for the world? The myth of globalization.


**Unit 6. World Heritage**

What is World Heritage? The work of UNESCO. The sense of preservation
*Video*: Historical Preservation- A Radical Conservative Liberal Concept.


**Unit 7. Architecture and engineering**


**Unit 8. The sport industry**


**Unit 9. Statistics and trends**


Describing/discussing statistics and trends. Tipping points in fighting crimes.

Unit 10. Advances in communication and technology


5. Reading list

a. Required reading list


b. Optional reading list


c. Professional databases, Web-sources

<table>
<thead>
<tr>
<th>№</th>
<th>Section</th>
<th>Web-sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Thesaurus</td>
<td><a href="http://www.thesaurus.com/">http://www.thesaurus.com/</a></td>
</tr>
</tbody>
</table>

6. Grading System

**Total Grade** in “Practice of Speech”, year 1 is calculated according to the formula:

\[
TG = \frac{G_{\text{modules 1,2}} + G_{\text{module 3}} + G_{\text{module 4}}}{3}
\]

6

**Module Grades** are formed from the following grades:

\[
MG_{1,2} = G_{\text{practice of speech}} \ast 0,5 + G_{\text{grammar}} \ast 0,3 + G_{\text{phonetics}} \ast 0,2
\]
\[
MG_{3} = G_{\text{practice of speech}} \ast 0,5 + G_{\text{grammar}} \ast 0,3 + G_{\text{phonetics}} \ast 0,2
\]
\[
MG_{4} = G_{\text{practice of speech}} \ast 0,5 + G_{\text{grammar}} \ast 0,3 + G_{\text{phonetics}} \ast 0,2
\]

**Module Grades for each aspect** of the Course (Practice of Speech, Grammar, Phonetics) are calculated according to the following formula:

\[
MG_{\text{for each aspect}} = G_{\text{current}} \ast 0,6 + G_{\text{examination}} \ast 0,4
\]

Examinations in each aspect are taken in Modules 2,3,4

In Module 2, Grammar examination is taken on the examination week. Practice of Speech and Phonetics examinations are taken in the form of written and/or oral tests at the last lesson.

Practice of Speech teacher rates students for Modules 2-4 considering the Module Grade results in Grammar and Phonetics, which should be personally provided by the teachers of the corresponding aspects.
Module Grade for each aspect of the Course (Practice of Speech, Grammar, Phonetics) is calculated according to the following formula:

\[ \text{MG for each aspect} = G_{\text{current}} \times 0.6 + G_{\text{examination}} \times 0.4 \]

where:

\[ G_{\text{examination}} \] is formed according to the criteria which should be provided for students no later than 2 weeks before the examination day.

\[ G_{\text{current}} = G_{\text{lessons performance/activity}} \times 0.4 + O_{\text{current control}} \times 0.4 + O_{\text{self-study}} \times 0.2 \]

In this way, Module Grade in Practice of Speech consists of:

\[ G_{\text{lessons performance/activity}} = \text{a student’s performance at seminars (students are weekly graded according to a +/- point grading scale). It consists of three parts: attendance, homework, participation. A student gets a “zero” in case the lessons were missed without any serious reasons.} \]

Total Grade is a grade a student gets at the end of each module. It equals to the arithmetic average of the grades got for each week divided by the number of the module weeks.

Provided that there are 11 weeks in module 3:

\[ \text{MG lessons performance in module 3} = \frac{(G_{\text{week 1}} + G_{\text{week 2}} + G_{\text{week 3}} + \ldots + G_{\text{week 11}})}{11} \]

In case lessons were missed with a serious reason, a student is graded for the attended ones.

Current Control Grade is calculated according to the table provided in Part 7 of the Programme.

For example,

**Topic 1. Education, learning and intelligence**

\[ G_{\text{current control}} = \frac{(O_{\text{vocabulary test}} + O_{\text{final test}} + O_{\text{comparison-essay}} + O_{\text{monologue}})}{4} \]

Self-study Grade is based on the extensive reading or/and listening results according to the general criteria.

For lesson performance, self-study and current control students are graded according to a 10-point scale.

All the grades are rounded in the following way:

6-7-9 tenths are rounded to 1

1-5 tenths are rounded to 0
Thus, 2.6 is rounded to 3.0; 2.5 –to 2.0

7. Guidelines for knowledge assessment

<table>
<thead>
<tr>
<th>Type of control</th>
<th>Form of control</th>
<th>1 year</th>
<th>Department</th>
<th>Characteristic **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current</td>
<td>Quiz</td>
<td>*</td>
<td>The department of foreign languages</td>
<td>Students are provided with 1 or 2 quizzes on each topic.(15 min)</td>
</tr>
<tr>
<td></td>
<td>Test</td>
<td>*</td>
<td></td>
<td>At the end of each unit there is a written examination including 2 sections: Use of English и Writing (essay/paragraph/summary of the text/report).</td>
</tr>
<tr>
<td></td>
<td>Interrogation</td>
<td>*</td>
<td></td>
<td>It is held to analyze process of acquiring of new knowledge and skills.</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
<td>*</td>
<td></td>
<td>At the end of topics 20-minute discussions on an issue related to the theme take place.</td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
<td>*</td>
<td></td>
<td>It can be used for control the speaking skills and extensive listening or reading.</td>
</tr>
<tr>
<td></td>
<td>Speaking on the topic in the specified form</td>
<td>*</td>
<td></td>
<td>Each topic section will be concluded with control of speaking skills.</td>
</tr>
<tr>
<td></td>
<td>Creative written task in the specified form</td>
<td>*</td>
<td></td>
<td>Each topic section includes tasks that check the writing skills.</td>
</tr>
<tr>
<td>Interim</td>
<td>Examination</td>
<td>*</td>
<td></td>
<td>Written exam: a vocabulary test and a creative writing assignment. Oral exam: 1) a monologue 2) answers to 3 questions of an examiner 3) a discussion (round table format).</td>
</tr>
</tbody>
</table>

Types of ongoing assessment:

Sample topics for essays:

*Old historic building should be replaced by modern and sustainable building. To what extent do you agree and disagree?*
Sample topics for monologues
- The importance of having good study habits
- Learning styles
- Multiple intelligence

Sample topics for discussions
- How can universities help freshmen to adapt to a new academic environment?
- How can universities help students to be academically successful?

Types of summative assessment:

Sample topics for essays:
- Should free trade be fair?
- Does globalization affect the world’s economies in a positive way?

Sample topics for monologues
- Free trade should really be free.
- Is free trade fair trade?
- Challenges of living in a global village.

Sample topics for discussions
- What can local cultures do in order not to be suppressed by the global one?
  Is "globalization" another word for Americanization?

Sample topics for presentations

Recent developments in one of the following areas:
- Nanotechnology
- Cloning
- Robotics
- Genetic engineering
- Personal electronics
- Artificial intelligence

Violation of deadlines for written work

If an assignment is handed with 1 day delay, a student will able to get 8 points at maximum.
If an assignment is handed with 3 days' delay, a student will able to get 6 points at maximum.
If an assignment is handed with 5 and more days' delay, a student will able to get 0 points.

Violation of deadlines for final oral work (task)

If a student refuses to carry out oral tasks in time which is previously designated by a teacher or misses class without valid reason, he will get 0 points.

An exception can be made for cases of illness, confirmed by official medical documents and the exceptional circumstances about which a teacher is informed in advance.
8. Methods of Instruction

The methods of instruction in the course include direct group and individualized instruction, as well as guided discovery and problem-solving methods.

The course includes:

* project technology: short-term mini-projects;
* technology of the organization of research activities (student conferences and discussions);
* the elements of the case-technology;
* role plays;
* "Brainstorming";
* Critical thinking;
* "Debate".

9. Special Equipment and Software Support

Standard technical equipment (PC) + access to the Internet
Projector or smart Board
Loudspeakers

The program software used:

<table>
<thead>
<tr>
<th>№</th>
<th>Name</th>
<th>Access conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Microsoft Windows XP</td>
<td>From the university Intranet (agreement)</td>
</tr>
<tr>
<td>2</td>
<td>Eset Nod32 Antivirus</td>
<td>From the university Intranet (agreement)</td>
</tr>
</tbody>
</table>

**Syllabus of the Course “Practical Grammar”**

I. COURSE DESCRIPTION

The course “Practical Grammar” is designed for the first and second-year students of the Undergraduate Programme “Foreign Languages and Cross-cultural Communication”. The principal aim of the course is to form system and professional competences based on deep knowledge of English grammar to be able to carry out efficient teaching of English in the system of education and to use the language as a means of professional communication.

In order to master the discipline, students have to:

- have achieved the intermediate level of the English language (B1+ /IELTS 5-6/Int);
• be able to hold an oral and written discourse in the foreign language;
• use knowledge, abilities and skills formed at the previous level of education under study of the discipline “Foreign Language” at school.

The course “Practical Grammar” is compulsory for the students of the Undergraduate Programme “Foreign Languages and Cross-cultural Communication” as a basic part of professional courses necessary for passing the teaching internship and the Final state attestation.

The basic principles of the course are to be used further when studying the following courses:
Practice of Speech
Theory and Methodology of Teaching EFL;
Language Teaching Workshop;
Theory of the First Foreign Language;
General Theory of Translation;
Theory of Translating and Interpreting;
Cross-cultural Communication Workshop.

II. LEARNING OBJECTIVES

The objectives of the course are to deepen the knowledge of the grammatical structure of the English language and to be able to use correctly the knowledge of grammar in oral and written discourse according to the purposes and communicative situations.

III. LEARNING OUTCOMES

Upon completion of the course, students are expected to:

know
- the grammatical structure of the target language;
- fundamental concepts and terms of grammar;

be able to
- choose and use properly categorial forms and other grammatical means in the process of communication;
- analyse the structural and meaningful architectonics of the text broadly and on the level of its microstructures;

have the skills to
choose and use various grammatical patterns and techniques in the translation from/to the native/target language to achieve the ultimate communicative effect considering the character of the translated text;
- create oral and written discourse in the target language;
- use different language means to achieve a communicative purpose.

IV. COURSE PLAN

1. Theme 1. Morphology (the Noun, the Article, the Finite Verbs, the Passive Voice, the Non-finite Verbs, Modal Verbs, Oblique Mood, Adjectives, Adverbs, Pronouns).
2. Theme 2. Syntax (the Types of Sentences, the Members of a Sentence, the Agreement between the Subject and the Predicate, Word Order, Inversion).

V. READING LIST

**Required**


**Optional**


**Professional databases, information reference systems, Internet resources**

<table>
<thead>
<tr>
<th>№</th>
<th>Name</th>
<th>Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Electronic library system Uright</td>
<td>URL: <a href="https://biblio-online.ru/">https://biblio-online.ru/</a></td>
</tr>
<tr>
<td>2.</td>
<td>Электронно-библиотечная система (ЭБС) Public.ru</td>
<td>URL: <a href="http://search.ebscohost.com">http://search.ebscohost.com</a></td>
</tr>
</tbody>
</table>

**Internet resources**

<table>
<thead>
<tr>
<th>№</th>
<th>Name</th>
<th>Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Russian state library</td>
<td>URL: <a href="http://www.rsl.ru">http://www.rsl.ru</a></td>
</tr>
</tbody>
</table>
VI. GRADING SYSTEM

Grading is a core component in the process of teaching. The current grading of students’ performance is realized through the following types of work: participation in discussions, fulfillment of various tasks at the lesson, knowledge of the learned theory, self-study in the system of LMS, promptness and correctness in fulfilling home assignments, current written tests. The performance of these types of tasks allows students to gain the accumulative grade which comprises 60% of the final grade. The exam grade comprises 40% of the final grade.

All grades are based on a 10-scale grading system. Rounding procedure is not arithmetic (the marks are rounded down from 0.5 and up from 0.6). The final grade is calculated according to the formula:

\[ O_{Final} = 0.6 \times O_{Accumulated} + 0.4 \times O_{Exam} \]

Grades 1-3 are unsatisfactory, grades 4-5 are satisfactory, grades 6-7 are good, grades 8-10 are excellent.

The students who failed the examination can take two re-examinations. The third re-examination is in front of the Examination Board consisting of three teachers. The Examination Board check the written test and ask questions on the learned course. If the examination grade is less than the accumulated grade but is satisfactory the Examination Board take a definitive decision about the final grade.

VII. GUIDELINES FOR KNOWLEDGE ASSESSMENT

Formative assessment is a written final test including different tasks of the current assessment. Final assessment is a written examination test.

Examples from the Final Test:

I. Use the following nouns with the suitable form of the verb “to be” (singular, plural or both if possible):

mumps ………... 
greens ………... 
dice ………...
crowd ………... 
statistics ………... 
stairs ………...
species ………... 
election ………... 
stairs ………...
progress ………... 
customs ………... 
clothes ………...
II. Paraphrase using the Possessive case or in some cases the Absolute possessive:
1. The news that I read yesterday wasn’t very pleasant.

2. I had a holiday that lasted four weeks.

3. He was one of the old friends of my mother.

Examples from the Examination Test:

I. Use the correct tense forms instead of the infinitives in brackets:
1. We were very upset to learn that Mary (to move) to another country.
2. She (to cook) the meat for about 30 minutes when suddenly her husband (to say) that he (to want) a salad.
3. My mother (to make) dinner in the kitchen while (to do) my homework in the room.

II. Correct the mistakes:
1. We have bought so many exquisite furniture to our house!
2. My mother wonders what will I do tomorrow.
3. I didn't like the soup my mom made for me.

Examples form the Final Test:

I. Define the verbal or the verbal complex and state its syntactic function:
1. Sally refused to allow the conversation to be diverted.
2. Leaning over the window he saw her riding forth with Val.
3. Being there alone, without anyone attending to him, made him very unhappy.
4. They breakfasted in silence, the fog of the late November wrapping the town outside.
5. Flowers grown in her garden are worth seeing.

II. Translate from Russian into English (Tenses + Passive Voice):
1. Сначала нам продиктовали весь текст, потом нам объяснили, что с ним делать.
2. Этот материал легко стирается и не мнется.
3. Я чувствовал, что он на меня сердится, но не мог понять, что случилось.
4. Он еще спал, когда зазвонил телефон.

III. Define the modal verb and comment on its form and meaning:
1. They must have been writing a test for an hour.
2. How should I know his new address?
3. May you be happy forever!

IV. Define the form of the Oblique Mood and translate the sentence into Russian:
1. Even if you were right, I shouldn’t defend you.
2. I wished nothing had happened.
3. She is breathing as if she had been running.

V. Translate the following into English:
1. Если бы я знал заранее о твоем визите, я бы остался сегодня дома.
2. Жаль, что погода плохая. Мы могли бы пойти погулять в парке.
3. Мне удалось сдать экзамен по вождению только со второй попытки.
4. Они, должно быть, еще не слышали эту новость.
5. Мне открыть окно? Может быть, в комнате станет прохладнее.
6. Кто бы мог подумать, что он сможет сдать работу в срок!
7. Никогда не видела, чтобы он улыбался так счастливо.
8. Говорят, что это открытие – настоящий прорыв в медицине.
9. Вряд ли мы встретимся в ближайшее время.
10. Когда закончились уроки, дети побежали домой.

Examples from the Examination Test:

I. Translate into English using inversion and observing agreement of the subject and the predicate:
1. Я не только не слышал об этом писателе, но и не читал ни одной его книги.
2. Напрасно пыталась птица вырваться наружу из клетки.
3. Осень ещё не пришла, а листья на деревьях уже пожелтели.
4. Юноша, так же, как и девушка, ещё не сдал последний экзамен.
5. Кажется, я уже встречал этого человека. – И я тоже.

II. Correct the mistakes:
1. Tired as was she, she didn’t stop working on the project.
2. In vain he tried to comfort her.
3. I wish you should stop smoking.
4. Under no circumstances diplomatic protection could involve the use of force.
5. So great his video editing skill was that he received an invitation to Hollywood.

Marking scheme for the translation exercises:

<table>
<thead>
<tr>
<th>Mistake</th>
<th>Marginal note</th>
<th>Marks deducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar (tense, modal verbs, voice, non-finite forms, word order)</td>
<td>G</td>
<td>1</td>
</tr>
<tr>
<td>Wrong spelling/word</td>
<td>WW</td>
<td>0.5</td>
</tr>
<tr>
<td>Wrong article</td>
<td>WA</td>
<td>0.5</td>
</tr>
</tbody>
</table>

All the tasks in the final and examination tests comprise 100 points in total.

Grade boundaries (conversion to 10-0 scale):

- 98 -100 = 10
- 91-97 = 9
- 85-90 = 8
- 76-84 = 7

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>67-75</td>
<td>6</td>
</tr>
<tr>
<td>57-66</td>
<td>5</td>
</tr>
<tr>
<td>50-56</td>
<td>4</td>
</tr>
<tr>
<td>30-49</td>
<td>3</td>
</tr>
<tr>
<td>20-29</td>
<td>2</td>
</tr>
<tr>
<td>10-19</td>
<td>1</td>
</tr>
<tr>
<td>0-10</td>
<td>0</td>
</tr>
</tbody>
</table>

VIII. METHODS OF INSTRUCTION

The methods of instruction in the course include direct group and individualized practical instruction and written tests.

IX. SPECIAL EQUIPMENT AND SOFTWARE SUPPORT

The classrooms equipped with multimedia projectors. The program software used:

<table>
<thead>
<tr>
<th>№</th>
<th>Name</th>
<th>Access/download conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Microsoft Windows 8.1 Professional RUS</td>
<td>From the university Intranet (agreement)</td>
</tr>
<tr>
<td>2</td>
<td>Microsoft Office Professional Plus 2010</td>
<td>From the university Intranet (agreement)</td>
</tr>
</tbody>
</table>

«THEORETICAL PHONETICS»

I. Course Description

The course «Theoretical phonetics» is intended for third-year students who are training for the following majors: linguistics, cultural studies, translation and interpreting, teaching methods.
I.1. In order to master the discipline, students have to:

- have previously studied the following disciplines: "Introduction to linguistics", "Practical phonetics" and "Practical grammar";
- have achieved the upper-intermediate level of the English language (B2+/ IELTS 6.5-7/ Upper-Int.);
- be able to use the English language as a tool to obtain information from foreign sources for educational purposes;
- be able to use major skills of cognitive, research and project activity;
- be able to communicate efficiently and interact in the process of collaboration;
- be able to use ICT means for educational purposes.

The course belongs to the basic part of the professional cycle for third-year students of National Research University Higher School of Economics.

This syllabus is designed for lecturers teaching the «Theoretical phonetics» course, teaching assistants and students training for major 45.03.02 Linguistics, “Foreign languages and intercultural communication” and outlines the main learning objectives and outcomes, the thematic plan of the course, the number of hours, as well as the reading list and the grading system.

II. Learning Objectives

The principal objectives of the course are:

- to provide students with theoretical and practical knowledge in the field of English phonetics and phonology;
- to extend students’ professional vocabulary;
- to ensure the ongoing formation of foreign language communicative competencies, including: linguistic, sociolinguistic, discursive, sociocultural and social competencies;
- to provide research practice and to stimulate collaboration by means of independent project work;
- to teach students to comment on research articles related to the issues of theoretical phonetics;
- to provide effective strategies of speech communication and develop professional speech culture;
- to give students the opportunity to exercise in public speaking and to further develop their public speaking and presentation skills.

III. Learning Outcomes

By the end of the course students have to know:

- the key terms and notions from the area of theoretical phonetics;
- the current state of affairs and historical development of ideas and theories in the field of phonetic studies.

By the end of the course students have to be able to:

- comment on research articles related to the field of theoretical phonetics;
- conduct phonological analysis of both segmental and suprasegmental units;
- conduct phonostylistic analysis of the text;
- participate in discussions on the range of subjects enlisted in Section 4 of this syllabus and support their ideas with relevant examples;
- give a presentation on one of the territorial variants of English pronunciation.

IV. Course Plan
<table>
<thead>
<tr>
<th>№</th>
<th>Unit Title</th>
<th>Number of hours</th>
<th>Seminars</th>
<th>Independent work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Phonetics as a branch of Linguistics.</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Segmental phonemes: the phoneme and its allophones.</td>
<td>7</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Segmental phonemes: the system of English consonants, the system of English vowels.</td>
<td>7</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Segmental phonemes: sound modifications in connected speech.</td>
<td>6</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Word stress in the English language.</td>
<td>7</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Prosody and intonation. Functions of intonation.</td>
<td>7</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Phonostylistics as a branch of phonetics.</td>
<td>7</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
<td><strong>14</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

V. **Reading List**

1.2. **Required**

1.3. **Optional**

VI. **Forms and Types of Assessment**

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Form of assessment</th>
<th>Module 1</th>
<th>Module 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current</td>
<td>Class participation</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Mini-project</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Article commentary</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Final</td>
<td>Examination</td>
<td></td>
<td>*</td>
</tr>
</tbody>
</table>

VII. **Grading System**

The teacher assesses the students’ work during the classes and their independent work:

**Students' participation in the seminars:**
Attendance – 1 point;
A detailed answer (or relevant addition) to one question – 3 points;
A detailed answer (or relevant addition) to two or more questions – 5 points.

The points do not sum up. Each student can earn a maximum of 35 points for class participation (5x7).

Students’ autonomous work:
- Group Project “Territorial Variant of English Pronunciation” – 25 points;
- Article Commentary – 10 points.

The cumulative grade for two modules is the sum of all points gained converted into the decimal system according to the table:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>66-70</td>
<td>10</td>
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<tr>
<td>62-65</td>
<td>9</td>
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<tr>
<td>57-61</td>
<td>8</td>
</tr>
<tr>
<td>52-56</td>
<td>7</td>
</tr>
<tr>
<td>47-51</td>
<td>6</td>
</tr>
<tr>
<td>42-46</td>
<td>5</td>
</tr>
<tr>
<td>36-41</td>
<td>4</td>
</tr>
<tr>
<td>26-35</td>
<td>3</td>
</tr>
<tr>
<td>13-25</td>
<td>2</td>
</tr>
<tr>
<td>0-12</td>
<td>1</td>
</tr>
</tbody>
</table>

The examination consists of two parts: 1) theoretical question and 2) article commentary. They constitute equal shares of the exam grade:

\[ G_{\text{exam}} = 0.5 \cdot \text{th.question} + 0.5 \cdot \text{commentary} \]

The final grade is calculated according to the formula:

\[ G_{\text{final}} = 0.5 \cdot G_{\text{acc.}} + 0.5 \cdot G_{\text{exam}} \]

VIII. Examples Of Assessment Methods

1) Presentation of Group Project “Territorial Variant of English Pronunciation”.
Topics for mini-projects included in the course as part of students’ autonomous work (one topic for each seminar, starting from the second; the topics can be changed at the discretion of a professor):

Social and territorial varieties
1. Received pronunciation
2. American English (General American)
3. Cockney (+Mockney)
4. South African English
5. Scottish English
6. Northern Ireland English

Project requirements:
- **Time limit:** 15 min
- **Number of students participating:** 2-5

Each student should:
- devise and employ a PP presentation and/or handouts;
• demonstrate a speech sample (audio/video);
• create a comprehensive task for the group on the topic of the talk;
• be creative and make their presentation interactive (asking questions/eliciting comments/...);
• not refer to the text of the presentation too frequently.

Presentations are demonstrated at the beginning or the end of each class (starting from the second).

2) Article Commentary.

Article extract sample:

One assumption we work on here, of course, is that on the whole people want to be friendly; they want to get on well with others, which involves telling jokes, making pleasantries, and the like. And the point is that a good deal of everyday humour, as well as much of the informality of domestic conversation, relies on deviance from accepted norms of one kind or another. Person A may adopt a ‘posh’ tone of voice in making a point to B; he may deliberately speak in an archaic, or religious, or journalistic way to get a particular effect; or he may extend a structural pattern in the language further than it is normally permitted to go — as when, on analogy with ‘three hours ago’. All this might be referred to as ‘stylistic’ variation (using a rather restricted sense of ‘stylistic’ here).


Each student should:

• work with an extract related to the topic under study (starting from the second seminar);

• comment on one article extract in written form and hand their work in on the day when the topic (to which the article refers) is being discussed in class.

Articles for commenting can be found in the textbook *Theoretical phonetics of English.*

Practicum (see Section 5).

If the task’s deadline is violated, the student’s work is penalized:

- Work submitted with a 3-academic days’ delay may be given a maximum of 8 points;
- Work submitted with a 5-academic days’ delay may be given a maximum of 6 points;
- Work submitted with a 6 or over academic days’ delay is given 0 points irrespective of the quality of the work.

IX. Assessment Criteria

See the assessment criteria for the tasks discussed in Section 8 in Appendix 1.

X. Methods of Instruction
The methods of instruction in the course include direct group and individualized instruction, as well as guided discovery method. Seminars in which interactive discussion and exchange of professional experience and expertise is encouraged form the majority of the contact sessions.

### Appendix 1

#### Article commentary rubric

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension</strong></td>
<td>Performance below Band 1</td>
<td>The student lacked clear understanding of the article.</td>
<td>The student evidenced some understanding of parts of the article.</td>
<td>The student evidenced clear comprehension of the article.</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>Some details from the article are missing. The summary is not objective. The author or the source is not named.</td>
<td>Most of the main ideas and facts from the article are included. The summary is presented objectively. The author and the source are named.</td>
<td>All main ideas and facts from the article are included. The summary is presented objectively. The author and the source are named.</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of the subject matter</strong></td>
<td>No relationship between the article and the theoretical material under study is provided.</td>
<td>The student demonstrates some knowledge of the theoretical material relative to the article.</td>
<td>The student clearly demonstrates a strong knowledge of the theoretical material relative to the article.</td>
<td></td>
</tr>
<tr>
<td><strong>Language use</strong></td>
<td>Terms are used with full flexibility and precision; Only rare inaccurate use of vocabulary/grammatical structures, which does not seriously interfere with the communication of the message.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Maximum: 10 points (3+3+3+1)

Derived from:
http://teachers.colonelby.com/krichardson/Grade%2012/Article%20Review%20Rubric.pdf
https://www.ets.org/s/toefl/pdf/accessible_toefl ibt_quick_prep.doc
<table>
<thead>
<tr>
<th>Content</th>
<th>Manner of presentation</th>
<th>Visual aids</th>
<th>Task</th>
<th>Speech sample</th>
</tr>
</thead>
</table>

**Maximum:** $5 \times 5 = 25$ points