

Syllabus

1. Course Description

a. Title of the Course: Speech Culture of the First Foreign Language (offered in English)

Pre-requisites:

Pre-requisites: The course rests upon the previously studied course 'Practice in Speech Culture of the First Foreign Language' and is aimed at refining the acquired skills and expanding vocabulary. The students are supposed to have fair computer skills (Windows Office, including Word and PowerPoint) and good presentation skills.

a. Course Type: compulsory

Abstract: The overarching objective of the course is to enhance critical thinking skills, which are essential for competent communication in a variety of professional settings. These skills are developed through an in-depth conceptual and language analysis of authentic texts and video materials covering topical social issues. Students are taught to critically assess the content of provided materials, to construct logically sound and well-reasoned arguments, to detect bias and describe their perspectives on the issues under study. Special emphasis is laid on enhancing speaking and writing skills. Students are supposed to improve and expand their specialist vocabulary and master speech patterns most commonly used in social discourses. Of particular relevance is the development of translation and rendering skills, which will be required in the students' future professional activities.

2. Learning Objectives:

- to further develop the students' critical thinking skills through selection, analysis and discussion of materials within the framework of the course;
- to enhance general speaking skills, to expand and improve speaking and writing vocabulary;
- to further develop translation and rendering skills.

3. Learning Outcomes: Upon completion of the course, the students are supposed to demonstrate an increased ability to:

- understand the issues underlying social problems;
- explain an issue comprehensively;
- employ evidence from different sources in conducting an analysis of an issue;
- describe their perspectives on the issues under consideration;
- construct logically sound and well-reasoned arguments;
- employ specialist vocabulary in oral and written speech;
- render original articles from Russian into English with the use of course vocabulary;
- conduct debates on the issues under study.

4. Course Plan:

Section 1: Inclusive Society: A Vision of the future.

Section 2: Body Positivity: Embracing variety or justifying negligence?

Section 3: Early Childhood Education: Pros and Cons.

5. Reading List

a. Required

1. Ambedkar, B.R. Perspectives on social exclusion and inclusive policies / Ed. by S. Thorat, N. Kumar. Oxford; New York: Oxford University Press, 2009.
2. Building inclusive cities: women's safety and the right to the city / Ed. by C. Whitzman [et al.]. London; New York: Routledge, 2013.
3. Business, politics and public policy: implications for inclusive development / Ed. by J. C. Marques, P. Utting. Basingstoke; New York: Palgrave Macmillan, 2010.
4. Jones, A. Gender inclusive: essays on violence, men, and feminist international relations / A. Jones. – London; New York: Routledge, 2009.
5. Liasidou, A. Inclusive education, politics and policymaking / A. Liasidou. London; New York: Continuum, 2012.
6. Halpenny, A. M. Introducing Piaget: a guide for practitioners and students in early years education / A. M. Halpenny, J. Pettersen. London; New York: Routledge, 2014.

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| Заглавие | Автор | Год | Пол... | Тип документа | Экз. | Заказ |
|------------------------------------------------------------------------------------------------|-------------|------|---------|---------------|------|-----------------------|
| Migration and insecurity : citizenship and social inclusion in a transnational era | Steiner N. | 2013 | 314 ... | Книга | 1 | Заказ |
| Private pensions versus social inclusion? : non-state provision for citizens at risk in Europe | Meyer T. | 2007 | 36 P92 | Книга | 1 | Заказ |
| Social inclusion : possibilities and tensions | Askonas P. | 2000 | 316 ... | Книга | 1 | Заказ |
| Social indicators : the EU and social inclusion | Atkinson T. | 2002 | 31 S70 | Книга | 1 | Заказ |

b. Optional

Shulman, M. Thinking Critically: World issues for reading, writing, and research. – Michigan: The University of Michigan Press, 2014.

5. Grading System

A (“excellent mark” (8-10 points)) Exceeds course requirements. Exceptionally well-prepared and executed completion of assigned work, indicating significant effort, individualized creative style, and demonstrating a thorough grasp and mastery of the related material. For written assignments: writing is insightful and error-free; message is communicated clearly and directly.

B (“good mark” (6-7 points)) Meets, and at times, exceeds course requirements. Student demonstrates fundamental mastery of the material. Work is creative, well-prepared, and demonstrates considerable effort. Is distinctly superior to an average or “C” effort. For written assignments: writing is generally effective with respect to clarity, directness, and conciseness; some uneven or awkward passages are apparent, as are a few errors in grammar or punctuation.

C (“satisfactory mark” (4-5 points)) Meets course requirements. Satisfactory completion of assigned work at a level of effort and competency normally expected of the majority of students (i.e., basic completion, average performance, reasonable effort and preparedness). Student demonstrates minimum mastery of the material. This is average work that fails to stand out in any way. For written assignments: writing is reasonably clear, concise, and direct; uneven or awkward passages are apparent, as are multiple errors in grammar or punctuation.

D-F (“unsatisfactory mark” (1-3 points)) Basic course requirements are only partially met. Student does not demonstrate minimum mastery of the material. Receiving this grade indicates the

unsatisfactory completion of assigned work, either through misperceived objectives or the failure to grasp key concepts. Work is below the minimum level of acceptance. For written assignments: Writing lacks style, content, and format associated with a college-educated individual.

7. Guidelines for Knowledge Assessment

The students' knowledge should be assessed in accordance with the description provided in the section "Grading System". The credits should be counted throughout the module and result in an equidistributed estimate of the students' knowledge and competence.

8. Methods of Instruction

Instruction within the course employs a combination of the following modes and methods:

- Didactic-Direct teaching; Verbal and typically in the form of a lecture or presentation.
- Modeling-Direct teaching; Visual and typically in the form of demonstration and practice.
- Managerial-Indirect or Interactive teaching; Facilitation, individualization and group management.
- Dialogic-Indirect Interactive teaching; Socratic Technique of dialogue, questions and thought provocations.

In the Direct Instruction models, the teacher imparts knowledge or demonstrates a skill. In the Indirect Instruction models, the teacher sets up strategies, but does not teach directly; the students make meaning for themselves. In the Interactive Instruction models, the students interact with each other and with the information and materials; the teacher is organizer and facilitator.

•Experiential Learning models mean that the students experience and feel; they are actively involved. In Independent Study models, the students interact with the content more or less exclusive of external control of the teacher. Some theorists prefer to reduce these to three general methods: Transmissive, transactive and transformative teaching.

•Transmissive teaching, or direct instruction, means that the teacher delivers status quo content via some method such as lecturing or demonstrating.

•Transactive teaching, or indirect instruction, means that the teacher and students arrive at status quo content to be learned through transactions and dialogue.

•Transformative teaching, or a combination of direct and indirect instruction, means that the teacher and students reject status quo content and focus on a transformation of themselves or their world.

(adopted from «Instructional Methods and Learning Styles»:
<http://people.uwplatt.edu/~steck/Petrina%20Text/Chapter%204.pdf>)

4. Special Equipment and Software Support (if required):

Computer (laptop), Internet, Computer Software (Word, PowerPoint, Adobe).