

Syllabus Speech Culture

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Credits: 7
Class hours: 112
Self-study: 116
Year: 3

1. Course Description

a) Pre-requisites

The course belongs to the basic part of the professional cycle (Major) code: Б: Пp.Б

In order to master the academic discipline students have to:

- have achieved the upper-intermediate level of the English language (B2+ / 7 / Upper-Int);
- be able to use (the) foreign language as a tool to obtain information from foreign sources for educational, research and self-development purposes;
- have a general idea about socio-cultural peculiarities of the country (ies) of the foreign language;
- be able to communicate efficiently and interact in the process of collaboration, taking in consideration positions of other counterparts;
- be able to use basic skills of cognitive, research and project activity;
- be conversant in various sources of information and exercise critical analysis in interpreting data received thereof;
- be able to use ICT means in order to settle cognitive, communicative and organizational issues having adhered to the ergonomic, safety, hygienic, legal, ethical and information security resource conservation requirement;
- be able to use the skills of cognitive reflection as of awareness of the committed actions and mental processes, their results and reasons, boundaries of one's knowledge and ignorance, new cognitive goals and means towards the ends.

b) Abstract

The «Speech Practice» course for 3rd year students aims to develop students' communicative competence in the area of English for Specific and Academic Purposes and is connected to students' specialisation. The students will develop their communicative competence in all skills and aspects beyond the C1 level. The skills developed in the course include extralinguistic ones such as establishing connections between ideas, interpreting numerical data, providing and applying feedback.

2. Learning Objectives

The principle goal of is formation of professional and academic competencies (including instrumental and social and personal competencies), defined in the Education Standard of HSE in the field of study 45.03.02 “Linguistics”.

The main goal is the formation of:

- *Foreign language communicative competencies at the C1+ level, including sub-competencies:*
- Linguistic competence (lexical items and grammar rules knowledge);
- Sociolinguistic competence (skills of using and interpretation of linguistic forms according to the situation/context);
- Discursive competence (skills of understanding and logical composing of certain statements for the purpose of notional communication);
- Strategic competence (skills of using verbal and nonverbal strategies for compensation of lack of knowledge);
- Sociocultural competency (certain degree of sociocultural context knowledge);
- Social competence (willing and readiness to cooperate with others, skills of situations control).

It's important to mention, that the main goal of the 3rd-year course is the acquisition of foreign language communicative competence components in the field of English for Specific and Academic Purpose in order to create the basis for further professional disciplines and the use of the English language for research.

3. Learning Outcomes

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

in listening and reading:

- listen to authentic texts of various genres (radio shows, academic lectures, interviews, etc.) for gist, for detail and for specific information;
- read authentic texts of various genres (newspaper and journal articles, blogs, etc.) for gist, for detail and for specific information;
- use annotation techniques when reading;
- make notes when reading authentic texts;
- take notes when listening to authentic texts;
- distinguish between fact and opinion;
- distinguish between the main idea and supporting details.

in speaking and writing

- use advanced and academic vocabulary and structures to produce written and spoken texts;
- plan, structure, create and edit a range of written products such as various types of essays, summaries, proposals according to academic conventions;
- use samples for writing and speaking;
- use background knowledge;
- present research findings supporting them with visual aids;
- participate in a dialogue using phrases for emphasis and reinforcement, agreement and disagreement, asking for information, expressing opinion, backtracking and correcting, etc.;
- summarise information from one or various sources;
- paraphrase;
- support an opinion with evidence, examples and statistics;
- refer to sources correctly to avoid plagiarism;
- use linking devices for coherence and cohesion.

academic and study skills:

- use monolingual dictionaries, thesauruses, and dictionaries of collocations to enlarge the vocabulary range;
- plan, execute, and control independent work;
- use self- and peer-assessment, give feedback;
- use assessment criteria when executing a task;
- manage time and resources;
- use fair academic practices;
- identify logical connections;
- analyse and synthesise information;
- identify problems and suggest possible solutions;
- identify cause and effect relationships;
- contrast and compare information;
- use graphical devices to present information.

4. Course Plan

Topic 1. Education.

17 class hours+ 17 self-study hours

- speak about problems and appropriate solutions in education
- discuss the trends in education and the future of higher education
- use vocabulary guessing strategies
- understand what it means to know a word
- structure a problems-and-solutions presentation and prepare slides for it
- paraphrase implementing various strategies
- write a problem-solution proposal
- vary sentence length in writing

Assessment: problem-solution proposal, problem-solution presentation, test

Topic 2. LANGUAGE AND MIND.

17 class hours+ 17 self-study hours

- talk about issues related to languages, language learning, bi- and multilingualism;
- employ cause-and-effect language in a variety of context at the basic and advanced levels;
- learn graphical abbreviations recurrent in neutral and formal (academic) registers;
- use relative clauses in speaking and writing;
- express their opinion upon ways to teach foreign languages;
- make longer presentations upon problems and issues of language and the brain
- write a summary of a chapter from an academic book

Assessment: summary of a chapter, unprepared monologue - response to a quotation, test

Topic 3. CULTURE.

20 class hours+ 22 self-study hours

- predict the meaning of a word based on its origin
- describe character traits using advanced vocabulary
- evaluate stereotypes about national character traits
- use appropriate negative suffixes and prefixes
- use structures for comparison and contrast in writing and speaking
- use advanced comparative and superlative structures
- summarise a text given in L1 in the English language
- use storytelling when giving a presentation
- write an extended synthesis essay
- vary vocabulary and use descriptive language in storytelling

- recognise literature review in an article
- use reporting verbs and structures in writing

Assessment: extended synthesis essay, unprepared dialogue, test

Topic 4. IMPACT OF INFORMATION TECHNOLOGIES

24 class hours+ 24 self-study hours

- talk about issues related to the Internet, Internet security, behavior of The Internet community
- use the passive voice for various purposes
- summarize the text and express the opinion about the ideas presented in the text
- use a range of IT terms and related vocabulary in speaking and writing
- write an evaluation essay
- understand what makes a text cohesive
- use a range of strategies to make one's writing cohesive

Assessment: evaluation essay, summary and opinion monologue, test

Topic 5. PAST AND FUTURE.

18 class hours+ 18 self-study hours

- use some uncountable nouns with the indefinite article
- use a range of advanced vocabulary in writing and speaking
- recognise the functions of modal verbs and their equivalents
- use a variety of modal verbs and their equivalents in speaking
- use tentative and emphatic language in speaking and writing
- recognise the connotations of reporting verbs
- use reporting verbs in speaking
- summarise and comment on a text
- use a variety of discourse markers in speaking
- write a short story

Assessment: short story, persuasive presentation, test

Topic 6. LABOUR MARKET.

18 class hours+ 18 self-study hours

- understand the trends on the labour market today;
- use topic-related vocabulary appropriately;
- speak about habits using a variety of structures;
- use a range of unreal verb forms;
- participate in a job interview;
- understand job requirements in terms of hard and soft skills;
- write a letter of reference/ a covering letter.

Assessment: covering/ reference letter, extended persuasive talk, test

5. Reading List.

a) Required

Hewings, M. Cambridge academic English: advanced: student's book: an integrated skills course for EAP / M. Hewings, C. Thaine. – Cambridge [etc.]: Cambridge University Press, 2012. – 176 с. – На англ. яз. - ISBN 978-0-521-16521-1.

Online course URL: <https://ru.coursera.org/learn/conjunctions-connectives-adverb-clauses>

b) Optional

Боголепова С.В., Бакулев А.В. и др. *Advanced English for Humanities. В публикации.*

Oxford Academic. URL: <https://www.youtube.com/user/OUPAcademic>

6. Grading System

The teacher assesses the students' work in class: participation in dialogues and discussions, role-plays, other tasks fulfillment, active vocabulary and grammar acquisition tasks, quizzes etc. The teacher also assesses homework completion, and classroom participation. The grades for these types of activities are recorded in the register (decimal system: 0-10), and the mean is calculated at the end of the year – O_{aud} .

The grade for tests is calculated as the mean of the 6 tests (one after covering each unit):

$$O_{test} = \sum O_{test\ i} / n \quad (n=6).$$

The grade for productive tasks is calculated as the mean of the 12 task marks (one oral and one written task within each unit):

$$O_{productive} = \sum O_{productive\ i} / n \quad (n=12).$$

The students do an online course and, based on the knowledge from the course, do an online test. The mark for the test constitutes O_{online} .

The final grade is calculated according to the formula:

$$O_{final} = 0,25 \cdot O_{aud} + 0,15 \cdot O_{tests} + 0,2 \cdot O_{productive} + 0,1 \cdot O_{online} + 0,3 \cdot O_{exam}$$

The marks are rounded down from 0.5 and up from 0.6.

No marks are blocking. No assessment done in class can be retaken unless the student has an admissible excuse such as a sick list. Homework and written papers have to be completed by the set deadline.

Violation of deadlines

If a student refuses to perform oral tasks or hand in written tasks to the deadlines stipulated by the teacher, the student obtains 0 points. Exceptions cover special circumstances, of which the teacher should be informed beforehand. All decisions about rearranging the deadlines are settled on an individual basis by the teacher and the student. Should it be required, the academic manager or/and the Head of the academic office may take part in the decision making process. In this case, deadline extension can be no longer than two weeks.

Written papers are awarded a "0" in the following cases:

- violation of the deadline;
- cheating and copying from another student;
- plagiarism (originality < 80%).

7. Examination type.

The examination is oral (monologue: summary and opinion). The assessment criteria are in Appendix 1.

The marks are rounded down from 0.5 and up from 0.6.

8. Methods of Instruction

Direct instruction

Workshops

Short-term research projects

Elements of Case technology

Role-plays

Brainstorming

Debates and discussions

9. Special Equipment and Software Support

№	Title	Access from
1.	Microsoft Windows 7 Professional RUS Microsoft Windows 10 Microsoft Windows 8.1 Professional RUS	<i>University intranet</i>
2.	Microsoft Office Professional Plus 2010	<i>University intranet</i>

Appendix 1

Monologue Assessment Criteria

(Max 10 points)

Mark	Descriptor
10	The summary is a <u>condensed version of the text</u> . Student identifies <u>the main ideas and key aspects</u> of the text. Monologue is based on the problems raised in the text which are <u>critically analyzed</u> . Opinion is supported with relevant <u>evidence and examples</u> . Student speaks <u>fluently</u> with little to no hesitation and uses a <u>wide range of grammar and vocabulary</u> (including complex grammatical structures of CEFR level C1-C2 and a wide range of active and C1-C2 vocabulary). Student's speech is <u>coherent</u> , they are <u>effortless to understand</u> . A variety of <u>discourse markers</u> are used appropriately. Student may make 1 – 2 errors that do NOT impede communication.
8-9	The summary is a <u>condensed version of the text</u> . Student identifies <u>the main ideas and key aspects</u> of the text. Monologue is based on the problems raised in the text which are <u>critically analyzed</u> . Opinion is supported with relevant <u>evidence and examples</u> . Student speaks <u>fluently</u> with little to no hesitation and uses a <u>wide range of grammar and vocabulary</u> (including complex grammatical structures of CEFR level C1-C2 and a range of active and C1-C2 vocabulary). Student's speech is <u>coherent</u> , they are <u>effortless to understand</u> . A variety of <u>discourse markers</u> are used appropriately. Student may make 1 – 2 errors that do NOT impede communication.

6-7	The summary is <u>a condensed version of the text</u> ; however, it <u>lacks important detail</u> . Monologue is based on the problems raised in the text which are <u>critically analyzed</u> . Opinion is supported with relevant <u>evidence and examples</u> . Student may demonstrate <u>occasional language-related hesitation</u> . They use a <u>wide range of grammar and vocabulary</u> (including some complex grammatical structures of CEFR level C1-C2 and some active and C1-C2 vocabulary). Student's speech is quite <u>coherent</u> , they are <u>effortless to understand</u> . A variety of <u>discourse markers</u> are used appropriately. Student may make 3 – 4 errors that do NOT impede communication.
4-5	The summary is <u>connected to the text</u> ; however, <u>important details are missing</u> . The monologue is related to the problem of the text, but it is notably <u>broadened/narrowed down</u> . Opinion lacks support (relevant <u>evidence and examples</u>). Student hesitates at times and demonstrates a <u>limited range of grammar and vocabulary</u> (little complex grammatical structures of CEFR level C1-C2 and active and C1-C2 vocabulary). Student's speech is <u>coherent</u> . Student may make 5–6 errors that in some cases impede communication.
2-3	The summary is <u>connected to the text</u> ; however, <u>many important details are missing</u> . The monologue is <u>almost unrelated</u> to the problem of the text. Student hesitates at times and demonstrates a <u>limited range of grammar and vocabulary</u> . Student speaks with lengthy pauses, demonstrates lack of coherence. Student makes numerous (more than 6) errors that in some cases impede communication.
1	The summary is barely <u>connected to the text</u> . The monologue is <u>unrelated the topic</u> . Student speaks with lengthy pauses, demonstrates <u>lack of coherence</u> . Pronunciation, lexical and grammatical errors are numerous and impede communication.
0	The monologue is <u>unrelated the topic</u> . Student speaks with lengthy pauses, demonstrates limited ability to link simple sentences, and is frequently <u>unable to convey basic message</u> . OR Student refuses to answer. OR Student has not come to the exam.