

**Английский язык для специальных целей. Математика и
информационные технологии – 3**

**Course Syllabus for «English for Specific Academic Purposes. Maths and Information
Technology – 3»**

Approved by the Academic
Council of SoFL

Developer	Y.V. Safonova , L.S. Stupakova
No. of credits	3
Contact hours	52
Independent study (hours)	62
Year of study, degree programme	The second year of study, 1–3 modules
Study format	Full-time

Abstract

«English for Specific Academic Purposes. Maths and Information Technology – 3» course is designed for intermediate to advanced level learners who need to master specialist areas of professional English such as the English of Maths, computing and the Internet. The main reason to learn this type of language is to communicate a set of professional skills and to perform particular job-related functions. The course is therefore built on an assessment of purposes, needs and the functions for which English is required. It covers subjects varying from mathematics to information technology, and its focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners, and will enable them to apply what they learn in English classes to their main field of study. Course content is selected, designed and organized to cover a wide range of contemporary specialist issues and focuses on the task/job specific vocabulary and the development of English language communication skills customized according to the required sector, i.e. Maths and IT. It will enable students to feel more confident when preparing mid-term projects and writing their theses. Moreover, it ensures that students will be able to function effectively in an English-speaking environment in their future work.

Learning Objectives

The course pursues the following objectives:

- the complex development of skills and competences for current professional studies in HSE and consequently for students' professional needs in the context of Maths and IT;
- the improvement of students' command of English for interpersonal and intercultural communication related to professional situations;
- the enhancement of job-specific English language receptive and productive skills;

- the expansion of vocabulary on a variety of topics from Maths to ICT;
- the expansion of grammar structures in use.
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Learning Outcomes

Upon completing the course, students will be able to:

- read work-specific documents and materials on current ICT topics;
- successfully use reading strategies;
- comprehend extended listening materials on a variety of specialist issues;
- follow discussions and lectures on specific disciplines such as Maths and IT;
- successfully use writing techniques;
- produce complex writing of various types;
- clearly communicate complex ideas in the form of a monologue/dialogue to operate efficiently in the world of information technology;
- expand specialist Maths and ICT vocabulary and use it accurately in spoken and written work;
- successfully use a wide range of grammar structures.

Course Contents

Topic 1. Numbers and calculations

Types of numbers. Working with numbers. Decimals and fractions. Mathematical symbols and operations. Shapes, quantity and size. Statistics. Grammar: Tense revision. Vocabulary: Mathematical terms and symbols. Useful language to describe objects (shape, structure, size). Countable and uncountable expressions of quantity. Basic statistical terms. Word formation.

Topic 2. Calculus. Applied Mathematics

Calculus, differential calculus. Pierre de Fermat. Applied maths. Norbert Wiener. Grammar: To-infinitive and -ing clauses. Vocabulary: Dependent prepositions. Word sets, synonyms, antonyms. Word formation - negative affixes.

Topic 3. Information and Communication Technology

Introduction to different aspects of ICT. ICT in the workplace and education. Functions of ICT systems. The history of ICT. Grammar: Learning to use words correctly in context (transitive /intransitive verbs) Vocabulary: Words from general English with a special meaning in ICT. Computer jargon. Abbreviations and acronyms. Verb and noun suffixes. Writing – a review.

Topic 4. The Internet

Internet protocols and data transfer. Web 2.0 and the future of the Internet. Social networking services (SNS). Grammar: Verbs + infinitive or -ing (1). Vocabulary: the language of trends. Common lecture language. Discourse and stance markers.

Topic 5. Software development

Development methods and processes. Waterfall, iterative and prototyping models. Planning the development process. Open source software. Grammar: Verbs + infinitive or - ing (2). Vocabulary: Compound nouns. Fixed phrases from ICT. Fixed phrases from academic English.

Topic 6. Efficiency in computer systems

Reliability, security, speed and cost. Data mining. Grammar: Writing complex sentences. Giving sentences a special focus changing the normal word order. Introducing new information using special structures. Vocabulary: Nouns from verbs. Definitions. Common direction verbs in essay titles.

Topic 7. Human - computer interaction

Importance and scope of HCI. E-commerce and e-government. Types of e-commerce: B2B, B2C, C2C, B2G. Robots, androids, AI. Grammar: Relative and non-finite clauses. Vocabulary: Words/phrases used to link ideas. Neutral and marked words. Fixed phrases from ICT.

Topic 8. Computing and ethics

Laws and regulation, including copyright. Principles and ethics, including privacy and surveillance. Internet security - attack and defence. Cybercrime. The role of hacking. Grammar: Unreal time and subjunctive. Vocabulary: Words/phrases related to ethics in computing. Verbs used to introduce ideas from other sources. Linking words/phrases conveying contrast, result, reasons.

Assessments

The final grade is composed of the following parts: 25% Written Assessment (WA) +20% Oral Assessment (OA) + 25% student Independent Work Assessment /online (IWA) + 30% Final Assessment (FA).

Only overall grade is rounded.

Written assessment elements can be taken during the course of 10 days after they took place if a student has a medical certificate. The 10-day period starts from the last day of the medical leave. This, however, does not apply to oral assessment and individual work assessment (elements cannot be retaken).

The Final Assessment may be taken again during the retake period. The first retake follows the structure of the Final Assessment. The second retake is conducted using unique Testing and Assessment Materials which cover the materials of the whole course. The grade for the second retake corresponds with the grade for the entire course.

-Written assessment

Listening, reading, and grammar and vocabulary tests are assessed as follows:

Grade	10	9	8	7	6	5	4	3	2	1	0
% fully completed tasks at home/in the classroom/online work	100 - 96%	95 - 91%	90 - 86%	85 - 78%	77 - 71%	70 - 61%	60 - 51%	50 - 36%	35 - 21%	20 - 1 %	0%

Answers containing spelling mistakes are considered incorrect.

Commentary:

Written assessment includes:

- 1 reading test
- 1 listening test
- 3 vocabulary and grammar tests
- 1 written work (a review/graph description).

The test tasks can be of different types. The elements of written assessment CANNOT be retaken.

REVIEW ASSESSMENT CRITERIA (max 10 points)

Recommended word count – 250-300

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task (writes a title and a catchy introduction which identifies the reviewed item, gives a complete and fair description of the item, makes valid recommendations in conclusion); presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas (presents a thorough discussion);

2 points – the student addresses all parts of the task although some parts may be more fully covered than others (writes a title and a relevant introduction, gives a narrow description, makes valid recommendations in conclusion); presents a relevant position although the conclusions may be unclear or repetitive; presents relevant main ideas but some may be inadequately developed/unclear;

1 point – the student responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate: the student does not write a title but writes an introduction, gives a short description of the item, makes invalid recommendations in conclusion; the student presents a position but it is unclear; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported;

0 points – the student does not adequately address any part of the task: the student does not write an introduction, presents undetailed arguments, neither presents the personal impression nor the verdict; does not express a clear position; presents few ideas which are largely undeveloped or irrelevant.

Coherence and Cohesion (max 2 points)

2 points – the student writes a clearly structured objective review on the item, uses a variety of linking devices which connect the ideas appropriately, organises information in a logical order, uses paragraphing sufficiently;

1 point – the student writes a poorly structured review, uses a limited number of linking devices, does not use paragraphing sufficiently;

0 points – the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of vocabulary specific to this topic without repetitions, makes 1 lexical or spelling mistake, the review is written in the appropriate register;

1 point – the student uses a limited range of vocabulary, fails to use active vocabulary items, makes 2 lexical or spelling mistakes, the student uses the appropriate register;

0 points – the student uses basic vocabulary, makes 3 or more lexical / spelling mistakes, the student uses an inappropriate register.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a variety of complex grammar structures and makes 1 grammar mistake;

1 point – the student uses basic grammar structures and makes 2 grammar mistakes;

0 points – the student makes numerous grammar mistakes which impede understanding.

Punctuation (max 1 point)

1 point – the students may make 1-2 punctuation errors;

0 points – the students makes more than 2 punctuation errors.

GRAPH, TABLES, MAPS ASSESSMENT CRITERIA (max 10 points)

Recommended word count – 150

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task: clearly highlights all the key features, numbers, dates and trends, supports all the key features with data, summarises the information by selecting and reporting on the main features and makes comparisons appropriately;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: clearly highlights most of the key features, supports most of the key features with data, by selecting and reporting on some features and makes some comparisons;

1 point – the student responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate: the student highlights one key feature, supports one key feature with data, summarises the information but does not make comparison

0 points – the student does not adequately address any part of the task: does not highlight any key features/ does not summarise the information/ does not make comparisons.

Coherence and Cohesion (max 2 points)

2 points – the student writes an overview paragraph, uses a variety of linking devices appropriately, organises information and ideas logically, writes a relevant introduction, uses paragraphing sufficiently and appropriately;

1 point – the student writes an overview paragraph, uses a limited number of linking devices, writes an irrelevant introduction and does not use paragraphing sufficiently;

0 points – the student writes an overview paragraph, does not organise information and ideas logically, there is no introduction, the student fails to use linking devices appropriately.

Lexical Resource and Register (max 2 points):

2 points – the student uses most active vocabulary items appropriately and makes no mistakes, uses a wide range of subject-specific vocabulary including some advanced lexical items, but there may be 1 inaccuracy;

1 point – the student uses only 3-4 active vocabulary items, uses a sufficient range of subject-specific vocabulary, but may make 1 mistake in spelling, word formation or word choice;

0 points – the student uses no active vocabulary items, uses basic vocabulary with very limited control of spelling, word formation and word choice, makes 2 and more lexical or spelling mistakes.

Grammatical Range and Accuracy (max 2 points):

2 points – the student uses a wide range of grammar structures without mistakes;

1 point – the student uses basic grammar structures and/or makes 1 grammar mistake;

0 points – the student makes more than 2 grammar mistakes which severely impede understanding.

Level/track specific criteria (max 1 point)

1 point – All content is relevant to the task and the target; a reader is on the whole informed.

0 points – The student does not make a relevant choice and does not justify the decision with evidence.

- **Oral assessment**

- Oral assessment includes: 1 dialogue
- 1 presentation (5-7 minutes).

The elements of oral assessment CANNOT be retaken.

DIALOGUE ASSESSMENT CRITERIA (max 10 points)

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task: initiates the conversation, shares opinions, demonstrates active listening and questioning skills, responds to questions; presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas; the student finds common ground, presents logical arguments, supporting

evidence and examples, makes comments and draws conclusions, shows the interest in what another participant says; content corresponds with the topic of the dialogue;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the student takes an active part in the dialogue, shares some ideas, does not always hear the thoughts and ideas of the partner; presents a relevant position although the conclusions may be unclear or repetitive, gives arguments, some of which are not fully developed, extended or supported;

1 point – the student responds to the task only in a minimal way: the student is not an active participant of the dialogue, rarely shares ideas, does not propel the conversation; presents a position but it is unclear and/or the arguments are not fully developed, extended or supported; presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported;

0 points – the student does not adequately address any part of the task: the student is rather passive, does not share any ideas or answer questions; does not express a clear position.

Coherence and Cohesion (max 2 points)

2 points – the student applies logic when organising ideas, effectively uses a wide range of cohesive devices, introductory constructions, etc., makes the points clearly but briefly, allows the partner to finish without interrupting, encourages the partner to speak by inviting him/her to give his/her opinion, shows agreement or disagrees politely;

1 point – the student applies logic when organising ideas but there might be an occasional breach in logic, cohesive devices are inadequate, repetitive, under- or overused, the student sometimes talks over the other speaker, disagrees harshly, dominates the conversation;

0 points – the student does not apply logic when organising ideas, there are no linking devices, introductory constructions and/or they are used inappropriately.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of appropriate vocabulary including some advanced lexical items; the student uses appropriate phrases for better dialogue development;

1 point – the student uses appropriate but limited vocabulary; phrasal verbs and/or collocations are used inappropriately;

0 points – the student's vocabulary is too limited to comment on the topic; numerous mistakes impede communication; active vocabulary is not used or is used inappropriately.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a wide range of question forms and other grammar structures accurately, may make 1 minor mistake which does not impede communication, can correct the mistake;

1 point – the student uses a variety of grammar structures and may make 2 mistakes which could impede communication;

0 points – the student makes numerous grammar and stylistic mistakes which impede communication.

Fluency, pronunciation (max 1 point)

1 point – the student’s speech is smooth and fluent, there might be some minor pronunciation mistakes but they don’t impede communication; intonation is appropriate; all sounds are articulated clearly;

0 points – the speech is slow, it takes the student time to find words; he/she fumbles the words and ideas and/or makes numerous pronunciation mistakes, which impede communication; intonation is not appropriate; some sounds are articulated indistinctly.

PRESENTATION ASSESSMENT CRITERIA (max 10 points)

If the content of the presentation does not relate to the topic, a student receives “0” for the whole presentation.

Task Response (max 3 points):

3 points – the student fully addresses all parts of the task: the presentation corresponds to the chosen topic; it is clearly divided into introduction, main body and conclusion, all content points are covered; introduction contains the purpose and the plan of the presentation, each part of the main body has an explicit pattern of organisation (illustration, cause and effect, comparison, definition, etc.); conclusion includes both summary and the final statement and rounds the presentation of appropriately; presentation contains appropriate references in APA style in speech and slides; various coherence devices are used;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the presentation partially corresponds to the topic, it is clearly divided into introduction, main body and conclusion and the parts of the presentation are connected with linking devices; presentation contains appropriate references in APA style in speech and slides;

1 point – the student responds to the task only in a minimal way or the answer is tangential, the format may be inappropriate: the presentation partially corresponds to the chosen topic, not all the content points are covered it is not clearly divided into introduction, main body and conclusion; presentation is free from logical fallacies; presentation does not contain appropriate references in APA style in speech and slides;

0 points – the student does not adequately address any part of the task: the presentation is not divided into introduction, main body and conclusion and the parts of the presentation are not connected with linking devices; presentation does not contain appropriate references in APA style in speech and slides.

Language Use (max 3 points):

3 points – the speaker uses an appropriate amount of academic vocabulary, terminology is relevant to the subject, synonyms are used to avoid repetitions, the hedging strategies are applied when applicable, the speaker uses collocations and advanced grammar when needed, pronunciation and speech flow are natural, occasional vocabulary and grammar mistakes in speech causing no difficulties for the audience; texts on slides have no vocabulary and grammar mistakes; the speaker naturally fills in the pauses caused by breakdowns of different nature;

2 points – the speaker complies with academic register, the speech is characterized by fluency and adequate pace; the speaker does not use collocations, omits vocabulary and grammar

mistakes that sometimes cause difficulties for the audience, and/or there are 1-2 vocabulary and/or grammar mistakes on slides; the speaker naturally fills in the pauses caused by breakdowns of different nature;

1 point – the speaker demonstrates limited language resource; the vocabulary and grammar are generally appropriate with a few non-impeding inaccuracies; the speaker fills in the pauses caused by breakdowns of different nature with effort;

0 points – the speaker demonstrates poor language resources, omits vocabulary and grammar mistakes that cause serious difficulties for the audience, and the speaker does not fill in the pauses.

Manner of Delivery (max 2 points):

2 points – the presenter speaks with confidence maintaining a certain level of dynamics and keeping an appropriate posture and body language, maintains the adequate level of eye contact, uses stress, intonation and pausing appropriately; the presentation is given without reading off the slides or paper within the given time limit; the presenter makes 1-2 pronunciation mistakes in words of common use causing no difficulties for the audience, when answering questions; the speaker interacts with ease and responds appropriately;

1 point – the presenter makes 3-4 pronunciation mistakes causing difficulties for the audience and/or the presenter uses stress, intonation and pausing with limited control causing some difficulties for the audience; the presentation is given without reading off the slides or paper, when answering questions; the speaker interacts with effort or responds inappropriately; the speaker delivers the content within the given time limit;

0 points – the presenter makes 5 and more pronunciation mistakes in words of common use causing difficulties for the audience; the speaker does not interact with the audience; the presentation is given with reading off the slides or paper; the presentation does not fit the time limit.

Visual Aids (max 2 points):

2 points – the visuals are prepared in a certain style consistent throughout the presentation and well readable (font, color); each visual has a heading relevant to the overall theme of the presentation, conforming to the academic register; each visual contains only key words and phrases without complete sentences; presentation as a whole has an adequate balance of graphic and verbal information;

1 point – the visuals are well readable (font, color), contain both complete sentences and key words and phrases, presentation has a misbalance of graphic and verbal information;

0 points – the visuals are not well readable, and do not conform to the academic register.

- **Independent work assessment**

A fully completed task means that an assigned task meets the deadline and all the requirements.

Grading scale:

Grade	10	9	8	7	6	5	4	3	2	1	0
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% fully completed tasks at home/in the classroom/online work	100 - 96%	95 - 91%	90 - 86%	85 - 78%	77 - 71%	70 - 61%	60 - 51%	50 - 36%	35 - 21%	20 - 1 %	0%
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Independent work includes:

- activities that students do at home,
- activities that students do in the classroom
- online work.

The elements of independent work CANNOT be retaken.

- **Final assessment**

The final grade is equal to the mean of the grades for a listening test, reading test and writing task.

Period of Final Assessment: the final exam is held in class within 10 days before the exam period offline/online on MS Teams platform.

The release of examination papers: during the session.

The exam consists of 3 parts: *Listening (30%), Reading (30%) and Writing (40%)* respectively in the total mark for the exam. 0 points in case of cheating.

Retaking exams: till the 15th of October 2022.

Time limit: 80 minutes online/offline.

Tasks complexity: B2.

Exam structure:

1.	<i>Listening (L)</i>	Listen to the text and complete the tasks 1-10.	max. 10 points
2.	<i>Reading (R)</i>	Read the text and complete the tasks 1-10.	max. 10 points
3.	<i>Writing (W)</i>	Write a review/a summary.	review assessment criteria/ report assessment criteria

Grading formula: $L*0,3+R*0,3 +W*0,4 = 10$

Note

Depending on the epidemiological situation the final test is held in class during the session week or online on Zoom or MS Teams platforms. Students must log in using their first name and surname. If a student connects to the videoconferencing session late, the time allocated for the element of assessment may be extended at the examiner's discretion (p. 34 of Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics).

The exam is conducted in written form online with proctoring.

Taking a break during the Exam is not allowed.

To take the exam, a student should:

- check the operation of the webcam, microphone, headphones or speakers, the speed of the Internet (for the best results, it is recommended to connect the computer to the network via a cable);
- prepare the necessary items for the exam tasks (pens, A4 paper for a draft);
- disable other applications in the task manager of the computer, except for the platform (Zoom or MS Teams).

The student provides the necessary conditions for the exam:

- sufficient level of illumination;
- low noise level;
- absence of interference with video and audio signal transmission;
- a fully operational webcam (including built-in laptop cameras);
- a fully operational microphone (including built-in laptop cameras);
- a permanent and stable Internet connection with a data transfer rate of at least 5 Mbps.

During the writing part of the exam, it is prohibited to:

- turn off the webcam and microphone; reduce its level of sensitivity to sound;
- use auto-correct functions, notes, textbooks, other educational materials;
- leave the desk area during the Exam (leave the visibility zone of the webcam);
- use headphones, headsets for any other reason than to complete the Listening section of the exam;
- use “smart” gadgets (smartphone, tablet, etc.);
- involve another person to help with the Exam, talk with another person during the Exam;
- read tasks out loud.

In the event of a long-term communication failure with the Zoom or MS Teams platform during the exam, the student must record the fact of the loss of communication with the platform (take a screenshot/photograph of the entire screen so that the time and the application/web browser window are visible, get a response from the Internet provider) and report the problem to the office of the student’s Program and to the teacher (in one email).

Note:

According to part 33 of Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics «... The use of materials not permitted by this list, attempts to communicate with other students or other individuals (e.g., through electronic means of communication), unauthorized movement in the examination room, having electronic means of communication that are not allowed by the teacher, intended disconnection from the video conference or switching browser tab, when it is clear that the teacher forbids the action, and other violations of examination procedure constitute ground for the end of exam for the particular student (student’s removal from the examination room, disconnection from the videoconference, etc.) with a subsequent “0” grade in the examination grade column.

REVIEW ASSESSMENT CRITERIA (max 10 points)

Recommended word count – 250-300

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task (writes a title and a catchy introduction which identifies the reviewed item, gives a complete and fair description of the item, makes

valid recommendations in conclusion); presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas (presents a thorough discussion);

2 points – the student addresses all parts of the task although some parts may be more fully covered than others (writes a title and a relevant introduction, gives a narrow description, makes valid recommendations in conclusion); presents a relevant position although the conclusions may be unclear or repetitive; presents relevant main ideas but some may be inadequately developed/unclear;

1 point – the student responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate: the student does not write a title but writes an introduction, gives a short description of the item, makes invalid recommendations in conclusion; the student presents a position but it is unclear; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported;

0 points – the student does not adequately address any part of the task: the student does not write an introduction, presents undetailed arguments, neither presents the personal impression nor the verdict; does not express a clear position; presents few ideas which are largely undeveloped or irrelevant.

Coherence and Cohesion (max 2 points)

2 points – the student writes a clearly structured objective review on the item, uses a variety of linking devices which connect the ideas appropriately, organises information in a logical order, uses paragraphing sufficiently;

1 point – the student writes a poorly structured review, uses a limited number of linking devices, does not use paragraphing sufficiently;

0 points – the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of vocabulary specific to this topic without repetitions, makes 1 lexical or spelling mistake, the review is written in the appropriate register;

1 point – the student uses a limited range of vocabulary, fails to use active vocabulary items, makes 2 lexical or spelling mistakes, the student uses the appropriate register;

0 points – the student uses basic vocabulary, makes 3 or more lexical / spelling mistakes, the student uses an inappropriate register.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a variety of complex grammar structures and makes 1 grammar mistake;

1 point – the student uses basic grammar structures and makes 2 grammar mistakes;

0 points – the student makes numerous grammar mistakes which impede understanding.

Punctuation (max 1 point)

1 point – the students may make 1-2 punctuation errors;

0 points – the students makes more than 2 punctuation errors.

REPORT ASSESSMENT CRITERIA (max 10 points)

Recommended word count 150 – 200

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task: presents a fully developed position in answer to the question with relevant, fully extended and well supported arguments; writes an introduction which clarifies the aim and the subject of the report, uses suitable headings for each of the paragraphs, describes what was discovered, analysed, compared or generalised, how the information was obtained, gives facts and findings, a logical conclusion including results and recommendations/predictions;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: presents relevant main ideas but some may be inadequately developed; writes a relevant introduction, conclusion and recommendations, uses headings for the paragraphs; a final paragraph sums up the report appropriately;

1 point – the student responds to the task only in a minimal way or the answer is tangential: writes an introduction, does not use headings for the paragraphs, does not include analysis, writes an unwarranted conclusion and recommendations; presents a position but it is unclear; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported;

0 points – the student does not adequately address any part of the task: does not write an introduction and/or conclusion, does not use headings for the paragraphs, presents only the personal opinion based on unproved assertion.

Coherence and Cohesion (max 2 points)

2 points – the student writes a clearly structured, descriptive and evaluating report, uses a variety of linking devices appropriately, organises information and ideas logically, uses paragraphing sufficiently;

1 point – the student writes an overview paragraph, uses a limited number of linking devices, does not use paragraphing sufficiently;

0 points – the student does not write an overview paragraph or writes an irrelevant introduction, does not organise information and ideas logically, fails to use linking devices appropriately.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of vocabulary without repetitions, lexical and spelling mistakes, the report is written in an impersonal style and the appropriate register;

1 point – the student uses a limited range of vocabulary, fails to use active vocabulary items, makes 1 lexical or spelling mistake, the student uses the appropriate register;

0 points – the student uses a basic vocabulary, makes 2 or more lexical / spelling mistakes, the student uses an inappropriate register.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a variety of complex grammar structures and passive structures without grammar mistakes;

1 point – the student uses basic grammar structures and makes 1 grammar mistake;

0 points – the student makes numerous grammar mistakes which impede understanding.

Level/track specific criteria (max 1 point)

1 point – All content is relevant to the task and the target reader is on the whole informed.

0 points – The student does not make a relevant choice and does not justify the decision with evidence.

Interim assessment

0.250 Written assessment

0.200 Oral assessment

0.250 Independent work assessment

0.300 Final assessment

Types of classrooms:

Lecture / seminar classroom (52)

Examples of Assessment Materials

Blocking elements are not present.

Reading which includes the following: predicting, skimming, scanning, detailed reading, guessing unknown words from context, understanding text organization, recognizing argument and counter-argument; distinguishing between main information and supporting detail, fact and opinion, hypothesis versus evidence; summarizing and note-taking.

Writing includes the following:

summary content and structure (patterns of organization, paragraphing, topic sentence and supporting ideas, coherence and cohesion, punctuation, quoting and referencing, avoiding plagiarism), review structure and content, preliminary thesis formulation, research question development;

- functions (generalization, definitions, exemplification, classification, comparison and contrast, cause and effect, process and procedure, interpretation of data);

- style (passive constructions, avoiding verbosity);

- punctuation.

Listening includes the following:

general comprehension (listening for gist, listening for detailed information, recognizing relevant/irrelevant information, signposting and importance markers, recognizing sentence connections: reference, addition, contrast, cause and effect, listing; evaluating the importance of information);

- lectures (identifying the topic and main themes, identifying relationships among major ideas, comprehending key information, identifying supporting ideas and examples, retaining information through note-taking, retrieving information from notes, inferring relationships between information supplied in a lecture, taking efficient notes from a lecture).

Speaking includes the following:

seminar skills (agreeing and disagreeing, clarifying, questioning, persuading, emphasizing, concluding, interrupting; evaluating ideas and actions, presenting solutions, recommending action, comparing and contrasting, probability and possibility, cause and effect, criticizing);
- presentation skills (introductions and stating the purpose, signposting, creating interest and involving audience, using rhetorical questions, emphasizing and highlighting key points, preparing the audience for visuals, summaries, conclusions and closing courtesies; body language and non-verbal communication).

Examples of *Reading*, *Listening*, *Writing* and *Speaking* are provided.

Reading.

Read the text and complete the tasks.

Task 1. *Run your eyes quickly over the title, the subheadings, (the heading of the sidebar), the photograph and its caption. What main ideas do you expect in the reading? Write down at least 3 of them.*

Task 2. *Run your eyes quickly over the first two sentences of every paragraph, the first sentences of the sidebar, any words with capital letters, any numbers. Add 2 more ideas to the ones you wrote in.*

Task 3. *Scan the text for the categories of information. Check the categories you find and mark the information as indicated.*

Task 4. *Answer the questions based on the text.*

Listening

Task 1. *Listen to the discussion. Choose all the signals of turn-taking and encouraging participation that you hear.*

Task 2. *Listen to the discussion again and take notes. Use them to answer the questions*

Vocabulary test

Task 1. *Fill in the gaps using the given words.*

Task 2. *Read the sentences and add paraphrases of the terms indicated.*

Task 3. *Choose the most fitting option from the ones given for each sentence.*

Presentation

Prepare a presentation on a potential start-up. You and your group will use the theories of supply and demand to pitch the product or service to the class in order to gain capital.

Dialogue

You and your partner are going to talk about the importance of social movements. Discuss the most influential movements of the recent past, their effect on the society and their future.

Sources

Recommended Core Bibliography

1. Infotech: English for computer users / E. Remacha. – 3rd ed. – Cambridge: Cambridge University Press, 2002. – 160 с. – (Cambridge professional English) . – На англ. яз. - ISBN 0-521-75428-3.
2. Учебно-методическое пособие для преподавателей и студентов к учебнику "Infotech. English for Computer Users" by Santiago Remacha Esteras (4th ed.) / М. А. Волкова [и др.]; Под ред. Т. А. Барановской, Т. П. Кашкаровой. – М.: Изд. дом Высшей школы экономики, 2018. – 256 с. – (Сер. "Английский для профессионалов").

Recommended Additional Bibliography:

1. Professional English in use ICT: for computers and the Internet: intermediate to advanced: student's book / E. M. Fabre, S. R. Esteras. – Cambridge [etc.]: Cambridge University Press, 2007. – 118 с. – На англ. яз. - ISBN 978-0-521-68543-6
2. English grammar in use supplementary exercises: with answers / L. Hashemi, R. Murphy. – Cambridge: Cambridge University Press, 2001. – 126 с. – На англ. яз. - ISBN 0-521-44954-5.
3. English for IT and the Internet / L. Gourlay, P. Hullock. – Boston; Toronto; London: Thomson, 2006. – 120 с. – На англ. яз. - ISBN 1-84480-527-1.
4. The Internet and the language classroom: a practical guide for teachers / G. Dudeney. – Cambridge: Cambridge University Press, 2003. – 181 с. – (Cambridge handbooks for language teachers). – На англ. яз. - ISBN 0-521-78373-9.
5. English for computer science students: учеб. пособие. / Сост. Т. В. Смирнова, М. В. Юдельсон; Науч. ред. Н. А. Дударева. – 5-е изд. – М.: Флинта: Наука, 2004. – 125 с. - ISBN 5-89349-203-X.
6. Oxford English for information technology / E. H. Glendinning, J. McEwan. – Oxford: Oxford University Press, 2002. – 222 с. + cass. – На англ. яз. - ISBN 0-19-457375-3.
7. Collins maths dictionary / K. Gardner. – London: HarperCollins Publishers, 2005. – 191 с. – На англ. яз. - ISBN 978-0-00-720783-1.
8. Computer English / M. Eayrs. – Harlow: Pearson Education: Penguin Books, 2001. – 160 с. – (Penguin quick guides). – На англ. яз. - ISBN 0-582-46886-8.

Equipment of the classroom:

- a set of demonstration equipment: personal computer / laptop, a multimedia projector with audio/video, a projection screen, an interactive whiteboard, a video panel, and other means of demonstrating educational content. It is allowed to use a portable set of demonstration equipment for conducting classes.
- availability of wireless Internet access via Wi-Fi network.

Online platforms for distance learning / communication:

- Smart LMS;
- Microsoft Teams
- Microsoft Office Professional Plus 2010 / *from HSE University's internal network (agreement)*
- Microsoft Windows 7 Professional RUS / *from HSE University's internal network (agreement)*

Corporate access is available to the instructors and students when using HSE corporate e-mail addresses.

Organization of Studies for Persons with Limited Mobility and Disabilities

If necessary, learners with limited mobility or a disability (as per his/her application), as well as per his/her individual rehabilitation programme, may be offered the following options for receiving learning information with due consideration of his/her individual psycho-physical needs (e.g., via eLearning studies or distance technologies):

- *for persons with impaired vision*: enhanced fonts in hard copy documents; e-documents; audio files (transfer of study materials to an audio-format); hard copy documents with the use of Braille; individual consultation with a facilitated communicator; individual assignments and mentoring;

- *for persons with hearing impairments*: in hard copy; e-documents; video materials with subtitles; individual consultation with a facilitated communicator; individual assignments and mentoring;

- *for persons with a muscular-skeleton disorder*: in hard copy; e-documents; audio-files, individual assignments and mentoring.