Английский язык для специальных целей. Дизайн – 3
Course Syllabus for «English for Specific Purposes. Design–3»

Approved by the Academic
Council of SoFL

Developer	E.V. Velikaya, T.A. Baranova., K.G. Sennikova
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

The purpose of this course is to develop students' skills in reading, speaking, and writing in English, as well as writing analytical essays and making presentations in their professional area of art and design, develop their active and passive vocabulary, improve their knowledge of advanced grammar. The course is aimed at Bachelor's and Master's students taking various courses in art and design. The course consists of 31 units and includes magazine and research articles in animation, fashion, painting, colour, exterior and interior design, logo and many other themes, which constitute the profession of a designer. Tasks developed specifically for each of the units comprise lead-in exercises, vocabulary development, multiple choice exercises, completing sentences and summaries, YES, NO, Not Given statements and speaking and writing assignments. These are supplemented by translation and text editing exercises. Appendix 1 and Appendix 2 give information on opinion essays and contrasting points of view essays, criteria for marking essays and summaries.

Learning Objectives

1. The course contributes to the development of an ability to work with information: to find, evaluate and use information from various sources, necessary to solve professional problems

2. The course contributes to the development of an ability to do research in English, to collect and analyse the collected information

3. The course develops an ability to freely communicate, express thoughts orally and in writing, lead a discussion in English

4. The course allows students to organize their activities in the framework of professional tasks.

Learning Outcomes

1. **Listening**:

Understanding dialogues and polylogues on both familiar and unfamiliar topics
Understanding lectures
Understanding academic/ professional presentations which are linguistically complex
Using basic listening techniques (predicting, understanding main ideas and details)
Following extended speech and complex lines of arguments
Note-taking

2. Reading:
Understanding specialised complex longer texts*/articles and reports concerned with contemporary problems (CEFR)
Understanding text structure
Using basic reading techniques, skimming & scanning (predicting, understanding main ideas, understanding details)
*can use a dictionary occasionally to confirm his/her interpretation of terminology

3. Speaking:
Debates (debate on abstract, complex topics)
Monologue: descriptive/informative/reasoning
Presentation (can give reasons in support or against a particular point of view, give the advantages and disadvantages of various opinions).

4. Writing:
Can write clear, well-structured texts on a variety of subjects expanding points of view, developing arguments, synthesising and evaluating information, can evaluate different ideas or solutions to a problem):
Summary
Essay: opinion, discussion

Course Contents

1. Defining Animation
   What is animation? What is the role of characters in animation? How are
   characters created? Where is animation most commonly used? Linear and interactive
   animation.

2. Discussing Fashion's Environmental Impacts
   What is your definition of fashion? What is the purpose of fashion? What do you think
   about an old saying by Yves Saint Laurent "Fashion fades, style is eternal"? Is fashion as
   bad for the environment as many scientists make it seem? What fibers and/or brands do
   you mostly associate with being eco-friendly? Do you know any types of materials
   commonly used in fashion today that can contribute to climate change, deforestation or
   biodiversity loss? Can you name some clothing materials?

4. Paintings
   What famous masterpieces do you know? Does your opinion about the artwork change the
   longer you look at it? What is more important for a good artwork: originality or perfect
   execution?
   What distinguishes a mediocre artwork from a masterpiece?

6. Feelings, Emotions, Mood

   What is an emotion? How do people express their emotions? What is a feeling? Do people always show their feelings? What is the difference between emotions and feelings? How can emotions and feelings influence our perception of art? Do you know any statistical data connected with watching cartoons in your country? Who prefers watching cartoons, children or grown-ups? What is your personal attitude toward animated cartoons? How can cartoons influence foreign and domestic markets?

7. Design for Tranquility and Slow Living

   Is it important to slow down? Why? How do you understand the slow living trend? Do you have a special place to hide and feel safe? How do designers search for peace and tranquility using artistic means? The article is an overview of modern design trends that promote the urgent concept of slow living through style and architecture. Also, the question of whether the interior can impact one's mental health is being addressed.

8. Storytelling in Animation

   Do you like watching films? Have you ever watched Southeast Asian films? What can be the basic storyline of such films? Mythic storytelling in films. Do you think it is difficult to make films?

9. Storymaking in Animation

   What is a narrative? What can be the difference between a narrative and storytelling? What does a narrative involve? Can a story be transformed into a narrative?

10. Gender Gap and Self-fulfillment

    What is gender inequality? What aspects of human life does it affect? Why do gender stereotypes develop in a society? How are design and gender inequality interrelated? Are you prejudiced against men or women working in the design industry? Is it common for women to encounter some form of gender bias in a workplace? Have you ever faced the problem of gender discrimination in your professional life? Is it possible to solve the problem of gender inequality in the foreseeable future? What other stereotypes have you dealt with? Do stereotypes pose a threat to the modern world?

11. Art Disputes

    What is your attitude to monuments? Should art be controversial? What are the most controversial monuments that you have seen? Who should sponsor public monuments?

12. Fashion through centuries

    Enumerate fashion trends which are actual these days. Which of them will be out of fashion soon? Why? Which fashion trends were in vogue several decades ago and became popular again? Which fashion trends are always actual? Which are the most winning in your point of view?

13. Beauty in Design

    What is beauty? What beautiful objects of art can you remember? What ugly works of art can you remember? Why do you think you remember them? Are there objective criteria for defining what is beautiful? How important is the pursuit of beauty for a designer?

14. Rebranding

    What is rebranding? What do you know about it? Why do you think companies are rebranding their logos? Does changing the logo affect the attitude of regular customers toward products? Is rebranding profitable for companies?

15. Designing a Logo
    Why is logo design important for the success of a brand? What five logos can you remember? Why do you think you remember them? What helps remember the logo?

16. Influence of Color
    What role does the color palette play in our lives? Why? Why do people choose this or that color? Does color affect a person's emotions and perception? How do color trends affect style? And why do they change?

17. Love in Art
    What objects of love can be represented by art? What are your favorite works of art that illustrate different concepts of love? What is your understanding of self-love?

18. Digital Animation
    What is artistic animation? What is the role of technologies in artistic animation? What possibilities do digital technologies provide? Do you have experience in preparing artistic animation?

19. Traditional Handicraft Imbued with Modernity
    What is a handicraft? What crafts are popular in your country? Which are not popular? Explain why and give reasons. Are you fond of any craft? Why does it appeal to you? What craft would you like to learn? Is a handicraft a pleasant and useful pastime or a waste of time nowadays? What is knitting? Do you enjoy wearing knits? Do you prefer handmade or machine knitting?

20. Designing Games
    Do you play computer games? How important are video games? How creative are you? What will video games look like in the future? What are physical skills in game design?

21. The Dawn of Cinema & Theater
    What is cinema? How can a film be defined? When was the first film shot? What types of theater exist today? What distinguishes theater from cinema? What do these two forms of art share?

22. Generation Gap and Housing
    Provide a definition of the sociological terms 'extended family' and 'nuclear family'. What kind of family do you belong to? Have you ever had an experience of multi-generational co-habitation? What is the key to living in harmony with several generations of a family under one roof? How does a house for extended family look? What role does the design industry play in the problem of multi-generational housing and in the process of socialization?

23. Design show: entertainment or provocation
    What was the most thought-provoking design exhibition you have ever visited? What is the most unsettling piece of art you have ever seen? What is the purpose of art? Should it entertain, provoke deep thinking or arouse emotions? What is more important in design: technical virtuosity or the concept behind it?

24. Myths and Legends in the Modern World
    What does myth look like in the 21st century? What is the difference between ancient storytellers and modern ones? Who was the main hero in the first 3D animated movie in Thailand? In what film did Miyazaki use digital technology to speed up work and enhance some scenes with effects for the first time? Describe how Malaysian mythology made its

way into classical Malay literature using the example of the legend of Merong Mahawangsa.

25. Researching Privacy
    What is privacy? How important is privacy for you personally? What are the methods to investigate privacy? How do you understand the notion of a scenario? What words are associated with privacy?

26. Modern Art and Reality
    What is contemporary art? How do curators manage to communicate with painters remotely? How to curate exhibitions via WhatsApp? Why remoteness may be bad for arranging art exhibitions? What is Chinese contemporary art?

27. Outstanding Cartoon
    Is Malaysian cartoon animation well-known and popular in the world? What animation techniques are used to produce cartoons? Are cartoons more popular with children or adults? Why? Is animation a form of art? How can it be defined? What is anthropomorphism in cartoon animation? What is a mise-en-scène? What is a metaphor? Can this stylistic device be applied in animation?

28. Overcoming obstacles
    Try to recollect the names of famous designers who achieved success despite severe conditions of their lives. Tell about their biography. (You may use the Internet to find it out) What helped them to become successful in your opinion?

29. The Joy of Art
    Can a work of art provoke any kind of emotions? Are they mostly positive or negative? How was the concept of joy conveyed in art and how did classical art address human feelings? The unit examines the emotional state of the depicted characters both from the author's and the viewer's perspectives. Besides, the content focuses on the details that contribute to the impression received from a piece of art.

30. Understanding Culture
    Which questions have raised the growth & increased range of available local and foreign media?
    How has animation progressed since the early age? What influenced the change of animation products? Which detail is in common when different people define culture? When did animation in Malaysia begin?

31. Studying Fashion Design
    What is fashion? How important is it to study fashion design? Should there be one way or different approaches to studying fashion design? What is your approach to learning fashion design?

32. Inspiration Is a Guest That Does Not Willingly Visit the Lazy
    How to develop a fashion collection? What did Picasso say about inspiration? What are the steps in planning a fashion collection? Why are sketchbooks needed? What is a motif in a fashion collection?

33. Exploring the Past, Present, & Future of Art
    What is art, and what is not? Do you agree or disagree with the following definitions of art: Art is the representation or replication of something beautiful or meaningful; Art is the expression of subjective experiences and emotions; Art is the arrangement of lines, colors,

shapes, and other aesthetic elements. What are the purposes of art now and what could they be in the future? What will art look like in 20 years from now? Do you like going to museums, galleries and/or art shows? Is painting truly dead and have any other forms of art gone out of date?

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.

The common mathematical rounding is applied to students' scores.

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.

Final Assessment

The final assessment is a test that includes three parts: *one* reading task, *one* listening task and *one* writing task (a review of some article).

Answers containing spelling mistakes are considered incorrect.

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.

Period of Final Assessment: the final exam is held in class within 10 days before the exam period 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.	*Listening (L)*	Listen to the text and complete the tasks 1-10.	max. 10 points
2.	*Reading (R)*	Read the text and complete the tasks 1-10.	max. 10 points
3.	*Writing (W)*	Write a review/report.	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.

- *Independent work Assessment*
  The student demonstrates an ability to solve analytical and research problems with modern technical means and information technologies; an ability to organize their activities in the framework of professional tasks.

<h1 style="text-align:center">Quizzes/Tests Assessment (max 10 points)</h1>

Task completion chart:
96-100% - 10
91-95% - 9
86-90% - 8
78-85% - 7
71-77% - 6
61-70% - 5
51-60% - 4
36-50-% - 3
21-35% - 2
1-20% - 1
0% - 0
Answers containing spelling mistakes are considered incorrect.

<h1 style="text-align:center">REVIEW ASSESSMENT CRITERIA (max 10 points)</h1>
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.

- *Oral assessment*

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, colour); 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, colour), 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.

- **Written assessment**

ESSAY ASSESSMENT CRITERIA (max 10 points)
Recommended word count – 250

Task Response (max 3 points)
3 points – the student fully addresses all parts of the task: the task in the introduction is fully paraphrased, the student presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas: each paragraph contains a valid topic sentence which clearly focuses on the main idea/problem and 1-2 arguments which are completely developed; the conclusion contains relevant ideas which are discussed in the main body; content corresponds to the topic;
2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the task in the introduction has been only partly paraphrased; the student presents relevant main ideas but some may be inadequately developed/unclear; the main points are summarised in the conclusion but some points may be unclear or repetitive; content corresponds to the topic;
1 point – the student responds to the task only in a minimal way or the answer is tangential: the task has been only partly paraphrased and/or the thesis statement lacks focus and/or the conclusion contains some irrelevant ideas which are not discussed in the main body; 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; content only partially corresponds to the topic;
0 points – the student does not adequately address any part of the task: he task hasn't been paraphrased or there is no introduction and/or there is no thesis statement in the introduction; all the topic sentences are irrelevant / there are no topic sentences; there is no conclusion at all; the student presents few ideas, which are largely undeveloped or irrelevant.

Coherence and Cohesion (max 2 points)
2 points – the student writes a clearly structured essay, uses a variety of linking devices which connect the ideas appropriately, uses paragraphing sufficiently, the ideas are logically organised;
1 point – the student writes a poorly structured essay, uses a limited number of linking devices, does not use paragraphing sufficiently; the ideas are not always logically organised;
0 points – the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them, does not write in paragraphs.

Lexical Resource and Register (max 2 points)
2 points – the student uses a wide range of vocabulary, including some advanced lexical items; there may be 1-2 inaccuracies;
1 point – the student uses a sufficient range of vocabulary, but may make 1-2 mistakes in spelling, word formation or word choice;
0 points – the student only uses basic vocabulary with very limited control of spelling, word formation or word choice; errors are numerous and impede understanding.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a wide range of grammar structures and may make 1 minor mistake;

1 point – the student uses a variety of grammar structures, but may make 2 mistakes;

0 points – the student uses basic grammar structures or a limited range of structures and/or makes more than 2 grammatical mistakes, some of which impede understanding.

Level/track specific criteria (**max 1 point**)

1 point – the student presents an example for each argument;
0 points – the student does not present any example for an argument.

SUMMARY 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: writes a summary which covers all the key points, clearly focuses on the main idea/problem of the text, includes crucial supporting information, all the main points are summarised; the main points are effectively paraphrased; the reader has been fully informed about the content and the purpose of the original source;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the student writes a summary which covers most of the key points; little supporting information is provided; all the main points are summarised; the student presents relevant main ideas but some may be inadequately developed/unclear (the author's ideas are partially reflected); sufficiently paraphrases the main points;

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 writes a summary which covers very few key points; the supporting information is incomplete; a personal opinion is included; the main points are inadequately paraphrased; the student uses some words from the text to express the main idea;

0 points – the student does not adequately address any part of the task: there is no supporting information, and/or the author's ideas are not reflected; the student repeats the word combinations from the text to express the ideas; a personal opinion is included; not all the main points are summarised.

Coherence and Cohesion (max 2 points)
2 points – the student writes a clearly structured summary (an author, title, date, purpose and main points are mentioned) on a given text, uses a variety of linking devices which connect the ideas appropriately, uses paragraphing sufficiently; the ideas are logically organised; the student relays the information;

1 point – the student writes a poorly structured summary (one of the features is missing: an author, title, date, purpose), uses a limited number of linking devices, does not use paragraphing sufficiently; the ideas are not always logically organised; cohesive devices are inadequate and/or repetitive; the student analyses the information;

0 points – the student does not organise information and ideas logically (more than one of the features is missing / incorrectly used: an author, title, date, purpose and main points), fails to use linking devices appropriately or repeats them; cohesive devices do not indicate a logical relationship between the ideas.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of vocabulary (the original expressions are paraphrased 80 - 100%) including some advanced lexical items, uses synonyms, changes the word class and the word order; there may be one inaccuracy in spelling, word formation or word choice;

1 point – the student uses a sufficient range of vocabulary (the original expressions are paraphrased 50 – 80 %), but may make 1 mistake in spelling, word formation or word choice;

0 points - the student only uses basic vocabulary, with very limited control of spelling, word formation or word choice, errors are numerous and impede understanding, and the original expressions are copied from the text (< 50%).

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 a variety of grammar structures but may make 1 mistake;

0 points – the student uses basic grammar structures or a limited range of structures and/or makes more than 2 grammar mistakes, some of which impede understanding.

Level/track specific criteria (max 1 point)

1 point – the student uses the active vocabulary specific to the topic;

0 points – the student does not use the active vocabulary specific to the topic.

% **Interim assessment (3 module)**

0.300 Final Assessment

0.250 Independent work

0.250 Written assessment

0.200 Oral assessment

Types of classrooms:
Lecture / seminar classroom (52) MS Teams
Consultations MS Teams

Sources

Key recommended reading

100 ideas that changed graphic design, Heller, S., Vienne, V., ISBN: 978-1-85669-794-1, 2013

50 designers : you should know, Duchting, H., Hellmann, C., ISBN: 978-3-7913-4720-2, 2012

Alina Wheeler. (2017). Designing Brand Identity : An Essential Guide for the Whole Branding Team: Vol. Fifth edition. Wiley.

Recommended further reading

A designer's research manual : succeed in design by knowing your client and what they really need, O'Grady, J. V., O'Grady, K. V., ISBN: 978-1-592-53257-5, 2006

Software

№p/p	Name	Terms for access/downloading
		Microsoft Office Professional Plus 2010 (from HSE University's internal network (agreement)) *Microsoft Windows 7 Professional RUS (from HSE University's internal network (agreement))*

Professional databases, information reference systems, e-resources (eLearning resources)

№p/p	Name	Terms for access/downloading
		MS Teams, Webinar.ru https://edu.hse.ru/

Supplies and technical support for the course:
-        **type of classroom**: computer classroom or/ and lecture hall;
-        **classroom procurement**: personal computer; multimedia projector, screen, whiteboard, laptop, screen, specialized furniture, blackboard, tables or desks, chairs, Wi-Fi Internet.

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.

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.

eg. Read the text and complete the tasks that follow.

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.

eg. Write an essay on the following topic: Character design processes significantly affect the final products of linear and interactive animation. To what extent do you agree? Write at least 250 words.

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).

eg. Listen to the text and complete the tasks that follow.

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).

eg. Choose ONE of the topics given below for discussion. Express your opinion, give examples and reasons to support your answer.