Английский язык для экономических целей–3.

Course Syllabus for «English for Specific Purposes. Economics –3»

Developer	N.V. Gridina, N.A. Mishustina
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

«ESP: Economics–3» course is designed as an interesting and stimulating course in English for specific purposes particularly for students of Economics of B2+ CEFR level. Completing the course enables learners to boost their English language competences and skills in English in Economics up to the C1 level. The course combines lively, authentic materials from a wide range of sources in Economics. Students are offered a variety of interesting activities in which they discuss the topic and exchange ideas about it.

The course provides the necessary practical writing, reading, speaking and listening skills, which will help students to learn two things: how to deal with Economics in English and the language they need to do it. The course includes case studies that give an opportunity to apply all the language, skills and ideas students have worked on.

Apart from vocabulary practice students will expand their knowledge of important grammatical structures. Controlled exercises help them check that they can use these structures, and later exercises let them hear and use them in fluent speech. Students will build up their confidence in using English in Economics and will improve their fluency through interesting discussion activities.

Learning Objectives

The course pursues the following objectives:
- the complex development of skills and competences for communication in economics of the B2 - C1 level (according to the Common European Framework of Reference for Languages (CEFR), IELTS 5.0-7.5+);
- coping with input texts in economics, i.e., listening and reading, in the discipline (receptive skills);
- production of output texts in speech and writing in economics (productive skills);
- the expansion of vocabulary on a variety of topics of economics;
- the expansion of grammar structures in use in terms of economic issues.

Learning Outcomes

Upon completing the course, students will be able to:

- use a wide range of grammatical and lexical items in terms of economics;
- comprehend extended listening materials on a variety of topics of economics;
- assess various instruments, approaches, technologies in economics and prove, project a certain position in a debate/discussion providing explanations and examples;
- participate in conversations on a variety of topics in different contexts of economics
- describe graphs and reviews by summarizing the main ideas and selecting appropriate supporting details;
- create presentations on the chosen topic of the research and give a clear talk about it in the class.

Course Contents

1. Economics in the modern world (4 hours)

    Why economics is important, the role of economists, how economics shapes our lives. Listening: predicting lecture content from the introduction, making lecture notes. Speaking: speaking from notes. Vocabulary: words from GE with a special meaning in economics. Grammar: prefixes and suffixes.

2.   How economics is organized (4 hours)

    Divisions of economics, economic stakeholders, macro and microeconomics. Reading: using research questions to focus on relevant information in a text. Writing: writing topic sentences, summarizing the text. Vocabulary: headwords, definitions. Grammar: countable and uncountable nouns, transitive and intransitive verbs.

3. Market economies (4 hours)

    Market principles, concepts in markets, market equilibrium, marginality. Listening: preparing for a lecture, making lecture notes, using different information sources. Reading: The role of the market. Positive and normative economics. Writing: Description of line graphs. Vocabulary: stress patterns in multisyllabic words, prefixes, verbs of movement. Grammar: revision of tenses.

4. Economics and technology (4 hours)

    Technology and economic change, the use of computers in economics and finance. Listening: Hacktivism. Vocabulary: computer jargon, abbreviations and acronyms. Grammar: Passive Voice. Additional reading: How the world will change as computers spread into everyday objects.

5. Economics, globalization and sustainability (6 hours)

    The global economy, the role of foreign direct investment, emerging markets and comparative advantage, multinational corporations. Globalization: relevant theories. Global living. Economic thinking. Hyper Globalisation. Fair trade. New challenges. World-system paradigm. Policy coordination. Speaking: Case-study: Shall we go global? Reading: The backlash against over tourism. Writing: descriptions of bar charts. Vocabulary: Pseudo-international words, words easily confused, collocations and idioms. Grammar: Gerund and Infinitive.

6. Macroeconomics…but microfinance (2 hours)

    Growth, microfinance, fair trade, case study in microfinance. Reading: locating key information in complex sentences. Additional reading: Microeconomics and macroeconomics.

Economic analysis. The tools of economic analysis. Index numbers. Writing: Description of pie charts. Grammar: The Passive Voice.

7. Economic crises (6 hours)

Economic crises in history, subprime mortgage crisis of 2008, the effect of the leverage, ways of handling an economic crisis, a seminal point in the history of the credit crunch, role of government and media in subprime explosion. Problems that Lehman`s downfall revealed. Reading: Was the US government right to let Lehman go bankrupt? Getting Lehman wrong a second time. Speaking: Case-study: Sink or swim. Vocabulary: terms, key expressions and idioms connected with economic crises. Grammar. Conditionals.

8. The economics of agriculture (6 hours)

Price elasticity of demand, buffer stocks, food security, commodity prices. Reading: 1. Can economics help the world food crisis? 2. The palm-oil industry. 3. Eating in 2030- trends and perspectives. Speaking: discussion: Present-day paradoxes about food and nutrition. Vocabulary: synonyms, definitions. Grammar: Modals.

9. The economics of health care (6 hours)

Welfare economics, vertical equity, Pareto efficiency, health care indicators. Reading: 1. How the world's premier public-health agency was handcuffed. 2.Diagnosis: opaque Donald Trump wants hospitals to be more upfront about prices. Listening: using the Cornell note-taking system. Writing: Description of maps. Vocabulary: fixed phrases from economics. Grammar: Adverbs of degree.

10. The economics of sport (4 hours)

Funding, legacy effects, staging mega-events, investment in sport, derived demand, complementary products. Reading: 1.The Economics of Sport. 2. Olympic funding. Speaking: Case-study: Shall taxpayer's money cover all sport events expenses? Writing: Description of processes. Vocabulary: neutral and marked words, fixed phrases. Grammar: Articles, prepositions, dependent prepositions.

11. Labour markets (6 hours)

Trafficking, migration, demographic factors, labour market trends, demographic indicators. Listening: How farming could employ Africa's young workforce. Reading: 1.How to solve southern Italy's unemployment problem. 2. Why are Americans' lives getting shorter? Speaking: The problem of social benefits in different countries. Vocabulary: phrases related to labour markets. Grammar: Compounds and multi words verbs.

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%

Commentary:

Written assessment includes 2 writing tests (graph and review), 2 vocabulary and grammar tests, 1 reading tests, 1 listening tests. The test tasks can be of different types. The elements of written assessment cannot be retaken.

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 comparisons;
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.

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; 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 a dialogue on a given topic and a presentation. 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.

<u>Manner of Delivery (max 2 points):</u>

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.

<u>Visual Aids (max 2 points):</u>

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 disbalance 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.

<u>Commentary:</u>

Independent work includes activities that students do at home, activities that students do in the classroom and online work. The elements of independent work cannot be retaken.

- **Final assessment**

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.

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; 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.

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.

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)

<div align="center">

Sources

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Recommended Core Bibliography

Roberts M. (2008) English for Economics. Course Book.
Yates C. (1993) Economics
Английский язык для экономистов : учебник и практикум для среднего профессионального образования / Т. А. Барановская [и др.]. — Москва : Издательство Юрайт, 2019. — 504 с.

Recommended Additional Bibliography:

Bade R.& Parkin M.(2019) Foundations of Macroeconomics, Pearson,8th edition
Barrow M. (2017) Statistics for Economics, Accounting and Business Studies. Pearson, 7th edition.
Solomon M. (2020) Consumer Behavior: Buying, Having, and Being. Pearson, 13th edition.
Rob Jones Economics. Pearson Education, Oxford, 2010 - 224p
Gautam Mkerjee. Economics of globalization: A handbook 2d edition, 2021
Baranovskaya T., Ower R. New Agenda. Business English Through Case Studies.
Penson, Capps, Rosson & Woodward. Introduction to Agricultural Economics. Pearson, 2016.

Internet resources:
https://www.economist.com/
https://www.theguardian.com/international
https://www.theguardian.com/commentisfree/cifamerica/2009/mar/16/lehman-brothers-financial-collapse
https://quizlet.com/subject/economics-vocabulary/
https://quizlet.com/475258200/technology-and-economics-flash-cards/
https://www.coursera.org/learn/microeconomics
https://www.statista.com/statistics/1103196/worldwide-infection-rate-of-major-virus-outbreaks/
https://www.investopedia.com/terms/l/law-of-supply-demand.asp
https://www.newworldencyclopedia.org/entry/Microeconomics

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.

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.