**Английский язык для специальных целей. История искусств– 2**
**Course Syllabus for «English for Specific Purposes (History of Art) – 2»**

<div align="right">Approved by the Academic<br>Council of SoFL</div>

| Developer | M. M. Chashko, tutor, School of Foreign Languages |
|---|---|
| No. of credits | 5 |
| Contact hours | 80 |
| Independent study (hours) | 110 |
| Year of study, degree programme | 1st year, 3 - 4 module, BA History of Art |
| Study format | Full-time with the use of on-line / distance learning sources |

**Abstract**

The course is aimed at developing BA History of Art students' *professional intercultural communicative competence (PICC)* that is referred to as the "integrative ability of solving professional tasks with the help of foreign language"1. Development of the PICC, as an integrative goal of this course, ensures plunging students as active participants into the process of solving a variety of professionally-oriented tasks with the help of the English language that model a broad diverse social and (quasi-)professional context of their future career paths.

The course gives students an opportunity to discover various genres, formats, strategies, purposes and means of learning and narrating about the History of Art, as well as describing and interpreting art works of different styles and periods, creating and presenting art-related projects in English using Information and Communications technology (ICT). Engaging students in such quasi-professional activities2 allows to:

- give them a chance to work with different sources and types of information for finding new solutions to the existing problems and designing innovative creative and personally meaningful research, educational and professional projects related to their future professional field;
- practice their analytical and critical thinking skills;
- help them acquire an ability to cooperate in a team and work autonomously;
- enable them to reflect on their own and their team work and experience;
- develop their problem solving skills and creativity.

## 1. Objectives, Results of the Course Study and Pre-requisites

This course is designed for the 1st year Undergraduate (BA) students majoring in History of Art and is offered within the HSE unified "Conception of the development of students' English communicative competence3". The course is divided into two separate parts: "English for Specific Purposes (History of Art) – 1 (3 credits) and "English for Specific Purposes

---

1 Koryakovtseva, N.F. (2017). Current trends of life-long linguistic education. Education and Pedogogical Studies: Topical issues of life-long linguistic education, 5(782), 68-80.

2 Verbitsky, A.A. (2011). Invariants of professionalism: problems of formation: monograph / A.A. Verbitsky, M.D. Ilyazov. - M .: Logos. 229.

3 https://www.hse.ru/docs/381549301.html

(History of Art) – 2 (5 credits). The first part is designed for first 2 Modules of the 1$^{st}$ year studies of the History of Art BA students; the second part continues the course for Modules 3 and 4.

Thus, the **learning outcomes** of the course include the development of students hard and transferrable skills which help form and develop universal and professional competences related to the use of the English language that are regulated by the HSE unified "Conception of the development of students' English communicative competence" and the HSE "Educational Standard for BA History of Art educational programme":

- free usage of the foreign language as a tool to find, critically analyze, interpret and apply the information in English autonomously using digital sources for solving academic, quasiprofessional and self-development tasks;
- free usage of receptive and productive skills of listening, reading, writing and speaking in English for holding fluent oral and written communication in situations of interpersonal, socio-cultural and professional communication in various types of intercultural academic and professional environments;
- appropriate choice and free usage of lexical and grammatical constructions and necessary means of expression for building logical, well-organized, balanced and vivid written texts and oral statements in English;
- production of fluent, coherent, accurate and expressive written and spoken speech products in various genres and formats of professional communication in English, such as:
  - academic essays describing and interpreting art works and art processes;
  - summaries / abstracts, annotations, reviews and other elements of research papers;
  - art catalogue / guide descriptions, entries etc.;
  - presentations of reports and art projects etc.

**Pre-requisites:**
- intermediate level of the English language (B2 level / Independent user according to CEFR):

According to the HSE unified "Conception of the development of students' English communicative competence" students should either successfully pass the Placement Test with not lower than B2 level result or possess a Certificate for the appropriate level of one of the international English language tests listed in the Annex 3 to the HSE Conception4 to be able to take this course.

- being able to use English language as a tool to search and work with information autonomously;
- being able to comprehend and analyze written and spoken speech using digital sources for academic purposes;
- being able to interact and hold written and oral communication in English in the process of individual and team work;
- being able to use ICT means (Internet, e-sources, on-line platforms, etc.) for educational purposes.

The course is divided into two parts: "English for Specific Purposes (History of Art) – 1" and "English for Specific Purposes (History of Art) – 2". The first part is designed for first 2 Modules of the 1$^{st}$ year studies of the History of Art BA students; the second part continues the course for Modules 3 and 4. Each student enrolled in the course is allowed to complete the course after passing the Final Test at the end of the 2d Module (for "English for Specific

---

4 https://www.hse.ru/docs/381549301.html

Purposes (History of Art) – 1" or at the end of the 4th Module in case he wishes to continue the course till the end of the 4th Module (for English for Specific Purposes (History of Art) – 2".

## 2. Course Contents

**Course formats:**
SM – seminars;
Onl. – online activities;
SW – student independent work.

The course is divided into two parts: "English for Specific Purposes (History of Art) – 1 and "English for Specific Purposes (History of Art) – 2. The first part is designed for first 2 Modules of the 1st year studies of the History of Art BA students, the second part continues the course for Modules 3 and 4. The table below presents the contents for both parts of the course (Modules 1-4).

## Course Outline

| Course section | Total hours | | Expected learning outcomes (ELO) to be assessed | Assessment formats |
|---|---|---|---|---|
| **Module 1** | | | | |
| **Section 1.** Speculating about Art: Defining Concepts and Refining Ideas. | **SM** | **24** | **Students should be prepared:** <br><br> • to work with ideas and concepts related to the art field individually and in a team using the brainstorming, formulating, refining, adapting, arguing, debating, supporting, transforming etc. strategies; <br> • to work with sources and different types of information about art: <br>   – searching and finding relevant info; <br>   – identifying, analyzing and evaluating the sources (including e-sources); <br>   – extracting, organizing and completing the information according to the given task using the strategies of predicting, prioritizing, identifying the general and specific (detailed), key and additional info, recognizing relevant/irrelevant, major and supporting facts, opinions, arguments etc., differentiating between narration, description and reasoning; | Possible assessment formats include, but are not limited to: <br><br> • listening and reading tasks; <br> • thematic tests and quizzes; <br> • participation in discussions; <br> • giving a short talk on a topic; <br> • writing a short argumentative text – speculating about Art. |
| | **Onl/SW** | **26** | | |

| | | | | |
|---|---|---|---|---|
| | | | • to formulate and express the ideas based on the analysis of the facts / concepts / ideas / opinions etc. about art in oral and written form;<br>• to integrate smartly the learned theories, concepts, terms and definitions from the professional context into the speech. | |
| **Module 2** | | | | |
| **Section 2.** Describing Art: "Explaining texts". | **SM**<br>**Onl/SW** | **32**<br>**32** | **Students should be prepared:**<br><br>• to find, read, analyse and explain different formats and structures of the descriptions of art objects and apply them according to the given quasiprofessional task;<br>• to create description of the main characteristics of an art object (an element of the subject-matter, a formal element, a principle of design, the medium used for a work of art, the style or "ism" (period), the purpose of creating the work etc.) in written and oral formats according to the given quasiprofessional task;<br>• to produce descriptions of art objects and speculate about them in written and oral formats using summarizing, emphasizing, quoting, comparing and contrasting, paraphrasing etc. techniques and making appropriate linguistic choices (style, lexical units, grammar constructions, means of expression etc.);<br>• to show the skills of presenting and speculating about ideas and debating while participating in discussions, Q/A sessions and giving the presentation;<br>• to integrate smartly the learned theories, concepts, terms and definitions from the professional context into the speech. | Possible assessment formats include, but are not limited to:<br><br>• listening and reading tasks;<br>• thematic tests and quizzes;<br>• giving a short talk on a topic;<br>• participation in discussions;<br>• a short descriptive text – description of an art work (written form and oral (podcast);<br>• an academic essay (written form);<br>• an academic presentation (oral form). |
| **Hours for** | **SM** | **56** | | |

| | | | | |
|---|---|---|---|---|
| **Modules 1-2** | **Onl/SW** | **58** | | |
| | **Total** | **114** | | |
| | | **No. of credits for Modules 1-2** | | **3** |

| **Module 3** | | | | |
|---|---|---|---|---|
| **Section 3.** Interpreting Art: "Evaluating texts". Iconographic and Iconologic Interpretation. | **SM** | **44** | | |
| | **Onl/SW** | **52** | **Students should be prepared:**<br><br>• to find, read and comprehend valid interpretations of art objects and integrate them in their own speech products according to the given professional task;<br>• to analyze and use existing formats and examples of texts combining descriptions and interpretations of art works;<br>• to produce interpretation of an art work/artist/movement using evaluating, criticizing, supporting, arguing, comparing and contrasting, quoting, referencing and exemplifying techniques, adopting multiple registers and avoiding plagiarism;<br>• to integrate smartly the learned theories, concepts, terms and definitions from the professional context into the speech. | Possible assessment formats include, but are not limited to:<br><br>• listening and reading tasks;<br>• giving a short talk on a topic;<br>• participation in discussions;<br>• thematic tests and quizzes;<br>• a short evaluating text – interpretation of an art work (oral and/or written form);<br>• compilation of an Art Guide (written form). |

| **Module 4** | | | | |
|---|---|---|---|---|
| **Section 4.** Presenting Art: Projects. | **SM** | **44** | **Students should be prepared:** | |
| | **Onl/SW** | **50** | • to search, describe and speculate about existing types and formats of research, educational and professional art projects;<br>• to identify the goal, object, subject matter, problem, urgency, materials, primary and secondary sources of an art project;<br>• to organize / participate in the process of designing an art project;<br>• to show the skills of presenting and speculating about art projects while participating in discussions, Q/A sessions and giving the presentation;<br>• to integrate smartly the learned theories, concepts, terms and definitions from the professional | Possible assessment formats include, but are not limited to:<br><br>• listening and reading tasks;<br>• giving a short talk on a topic;<br>• participation in discussions;<br>• thematic tests and quizzes;<br>• presentation of an Art Project (oral form). |

| | | | context into the speech. | |
|---|---|---|---|---|
| | | | | |
| **Hours for Modules 3-4** | **SM** | **88** | | |
| | **Onl/SW** | **102** | | |
| | **Total** | **190** | | |
| | | | **No. of credits for Modules 3-4** | **5** |

**Course contents follow the Art History Timeline:**

**Section 1 covers the following topics:**
*Topic 1. Introduction to The Art of Prehistoric Man.*
*Topic 2. The Old Stone Age.*
*Topic 3. The New Stone Age.*
*Topic 4. Primitive Art.*

**Section 2 covers the following topics:**
*Topic 5. Introduction to Egyptian Art. The Old Kingdom.*
*Topic 6. Egyptian Funerary Districts.*
*Topic 7. The Middle Kingdom and the New Kingdom.*
*Topic 8. Introduction to the Ancient Near East. Sumerian Art.*
*Topic 9. Akkadian Art.*
*Topic 10. Assyrian Art.*
*Topic 11. Persian Art.*

**Section 3 covers the following topics:**

*Topic 12. Aegean Art. The Civilization of the Mediterranean.*
*Topic 13. Introduction to the Greek Art. Archaic Greek Art.*
*Topic 14. Greek Architecture.*
*Topic 15. Greek Classical Sculpture and Painting.*
*Topic 16. Greek Sculpture of the Fourth Century.*
*Topic 17. The Art of Etruscan Civilization.*

**Section 4 covers the following topics:**

*Topic 18. Introduction to the Roman Art. Roman Architecture.*
*Topic 19. Roman Sculpture.*
*Topic 20. Roman Painting.*
*Topic 21. Introduction to the Early Christian Art. Architecture.*
*Topic 22. Early Christian Painting, Mosaic, Sculpture.*
*Topic 23. Introduction to the Byzantine Art. First Golden Age of the Byzantine Art.*
*Topic 24. Second Golden of the Byzantine Art.*

The list of the topics is advisable and if necessary can be amended and changed by the decision of the instructor.

**The course programme engages the contents of the following online sources:**

1. MOOC "Art History" available at Khan Academy:
   https://www.khanacademy.org/humanities/art-history
2. Art History Timeline videos collection available at Otis College Youtube Channel:
   https://www.youtube.com/watch?v=OH2bBdT_wAA&list=PL4646BAFF088B4634

### 3. Assessments

Assessment of the students' performance in the course is carried out with the help of ongoing, interim and final assessment elements and is regulated by the "Conception of the development of students' English communicative competence" and the "Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics".

Blocking elements are not presented.

The student is considered to be successful in the course if he gets the final grade that equals 4=satisfactory or higher (according to the HSE 10-points grading scale).

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.

Ongoing, interim and final tests' materials include assignments focused on assessing listening, reading, writing and speaking performance of the students, as well as various lexical and grammatical quizzes and tasks designed to develop and control the ability to use appropriate vocabulary items and phrases, grammatical constructions, communicative strategies and techniques etc. while solving professional communicative tasks.

### WRITTEN ASSESSMENT

### 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.

## 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 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 uses the active vocabulary specific to the topic;
**0 points** – the student does not use the active vocabulary specific to the topic.

## CV ASSESSMENT CRITERIA (max 10 points)

*Recommended word count – limited by one A4 sheet*

## Task Response (max 3 points)

**3 points** – the student  fully addresses all parts of the task: writes section headings which reflect the content; the content substantiates the headings; the information is presented consistently and orderly in all sections; a personal profile is written at the beginning of the CV; the content is relevant to the target job position;
**2 points** – the student addresses all parts of the task although some parts may be more fully covered than others; the student writes section headings which do not always reflect the content; the information is almost consistently and orderly presented but it is duplicated in some sections; a personal profile is written at the beginning of the CV; the content does not always correspond to the target job position;
**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 section headings which do not reflect the content; the information is not always consistently and orderly presented; a personal profile is not written at the beginning of the CV;
**0 points** – the student does not adequately address any part of the task; the student does not write section headings; the information is presented in a chaotic and inconsistent manner.

## Coherence and Cohesion (max 2 points)

**2 points** – the student fills one side of an A4 sheet without overcrowding, consistently uses special styles (bold lettering, all CAPS, italics, indentions, etc.); the CV is clearly divided into sections; bullets and entries are listed from most to least recent; the font size is between 10 and 12;
**1 point** – the student fills one side of an A4 sheet but the CV is crowded; it is clearly divided into sections; there is some inconsistency in the use of special styles; bullets and entries are listed from most to least recent; the font size is between 10 and 12;
**0 points** – the student exceeds one side of an A4 sheet; the CV is not clearly divided into sections; most sections are formatted inconsistently; bullets and entries do not have a dated order; the font size is not between 10 and 12.

## Lexical Resource and Register (max 2 points)

**2 points** – the student uses a wide range of subject-specific vocabulary, the spelling is error-free, the CV is written in the appropriate register;
**1 point** – the student uses a limited range of subject-specific vocabulary, makes 1-2 inaccuracies in word-formation or word choice, the student uses the appropriate register;
**0 points** – the student uses a 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 appropriate grammar structures and makes no grammar mistakes; the punctuation is error-free;

**1 point** – the student uses inappropriate grammar structures and makes 1-2 grammar mistakes; the punctuation is mainly correct;

**0 points** – the student makes numerous grammar mistakes 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.

## EMAIL, LETTER ASSESSMENT CRITERIA (max 10 points)

### Task Response (max 3 points)

**3 points** – the student fully addresses all parts of the task: shows that he/she gets the idea of the topic, complete the task mentioning all the key moments in the body of the text; the student presents a fully developed position in response with relevant, fully extended and well supported ideas; content is relevant to the task;

**2 points –** the student addresses all parts of the task although some parts may be more fully covered than others: the student shows that he/she mainly gets the idea of the topic and the task is mostly done; minor irrelevances and/or omissions may occur;

**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 include everything they were asked to cover;

**0 points** – the student does not adequately address any part of the task and writes something irrelevant.

### Coherence and Cohesion (max 2 points)

**2 points** - there is a salutation, opening, body, closing and signature, used properly and well-structured; the student logically organises ideas and/or effectively uses a wide range of cohesive devices; the text is well-structured and organised in paragraphs;

**1 point** – one of the features is missing, but others are used properly/ there is a salutation, opening, body, closing and signature, but some of them are incorrectly used; ideas are generally organised; the student uses only basic linking words and/or a limited number of cohesive devices; the text is organised in paragraphs;

**0 points** – more than one of the features is missing/incorrectly used; ideas are not logically organised and/or cohesive devices do not indicate a logical relationship between ideas; the text is not organised in paragraphs.

### Lexical Resource and Range (max 2 points)

**2 points** – the student uses a wide range of subject-specific vocabulary including some uncommon lexical items appropriately; there may be 1 inaccuracy, but mainly words fit the content of the task;

**1 point** – the student uses a sufficient range of subject-specific vocabulary appropriately, 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 (2 and more) and impede understanding.

### Grammatical Range and Accuracy (max 2 points)

**2 points** – the student uses a wide range of grammar structures with control and flexibility and may make 1 minor mistake; the student uses correct punctuation;

**1 point** – the student uses various structures and tenses, but may make 2 mistakes, which impede understanding; punctuation is mainly correct;

**0 points** – the student only uses basic structures and/or makes numerous mistakes (3 and more) which severely impede understanding; makes numerous punctuation mistakes.


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

**1 point** – proper choice and use of language depending on the target audience of the email and the genre;
**0 points** – incorrect use of language for a given purpose.


## 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.

## MONOLOGUE ASSESSMENT CRITERIA (max 10 points)

*Students should speak for no less than 3 minutes and no longer than 5 minutes.*

## Task Response (max 3 points)

**3 points** – the student fully addresses all parts of the task (monologue is clearly planned); presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas (there are at least 2 arguments, all of which are fully developed, extended and supported); content corresponds to the topic of the monologue, is not narrowed down or overextended;

**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/unclear); presents a relevant position although the conclusions may be unclear or repetitive (there are at least 2 arguments, all of which are fully developed, extended and supported); content is mostly relevant, not narrowed down or overextended;

**1 point** – the student responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate; presents a position but it is unclear and/or the arguments are not fully developed, extended and supported; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported (content is partially relevant; it is narrowed down or overextended);

**0 points** – the student does not adequately address any part of the task: monologue is not planned; the student 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 applies logic when organising ideas, effectively uses linking devices and introductory constructions;

**1 point** – the student applies logic when organising ideas, but there might be an occasional breach in logic; some of the linking devices and introductory constructions are used inappropriately;

**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 (max 2 points)**

**2 points** – the student uses a wide range of appropriate vocabulary attempting to use some advanced lexical items and effectively uses a wide range of cohesive devices;

**1 point** – the student uses an appropriate but limited vocabulary, phrasal verbs and/or collocations are used inappropriately, cohesive devices are inadequate, repetitive, under- or overused;

**0 points** – the student's vocabulary is too limited to comment on the topic; numerous mistakes impede understanding; 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 structures and may make 1 minor mistake which doesn't impede understanding;

**1 point** – the student uses a variety of structures, but may make 2-3 mistakes which might impede understanding;

**0 points** – the student uses basic structures; grammar and stylistic mistakes are numerous and impede understanding.

**Fluency, pronunciation (max 1 point)**

**1 point** – smooth and fluent speech, no pauses/repetitions/self-correction; there might be some minor pronunciation mistakes, but they don't impede understanding, intonation is appropriate, all sounds are articulated clearly;

**0 points** – it takes the student time to find words; he/she doesn't fumble the words and ideas and/or makes numerous pronunciation mistakes which impede understanding; intonation is not appropriate; some sounds are articulated indistinctly.

## INDEPENDENT WORK ASSESSMENT

Independent assessment materials include assignments focused on assessing listening, reading, writing and speaking performance of the students, as well as various lexical and grammatical quizzes and tasks designed to develop and control the ability to use appropriate vocabulary items and phrases, grammatical constructions, communicative strategies and techniques etc. while solving professional communicative tasks.

### Grading Scale

According to the "Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics" the grades for all assessment elements are assigned using 10-points scale, while the grades for particular elements (e.g. tests, quizzes etc.) can be determined using the following scale:

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|----|----|----|----|----|----|----|----|----|----|----|
| 100 - 96% | 95 - 91% | 90 - 86% | 85 - 78% | 77 - 71% | 70 - 61% | 60 - 51% | 50 - 36% | 35 - 21% | 20 - 1 % | 0% |

Students are expected to turn in assignments on the due date. In case of any problems with submitting the assignments, giving presentations etc. on the due date, despite officially proven reasonable excuses, students must inform the instructor about the occurred issue in advance or no later than in 24-hour period after the deadline. If the instructor is informed, assignments (besides listening, group work tasks and the final test) can be accepted after the deadline and presentations can be rescheduled according to the decision of the instructor.

All course participants are expected to interact in a respectful manner, be fully engaged with the groupmates, the instructor and the course content.

Students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing and inappropriately collaborating, mispresenting one's work.

**FINAL ASSESSMENT**

The final test is held in class or online on Zoom or MS Teams platforms.
The exam consists of two parts: *Reading* and *Writing* 40% and 60% respectively in the total mark for the exam.
The actual score for *Reading* is turned into percentages, which is tuned into a final mark out of 10 points.
Grading scale: 10 =100 - 96%, 9=95 - 91%, 8=90 - 86%, 7 = 85 - 78%, 6 =77 - 71%, 5= 70 - 61%, 4 = 60 - 51%, 3 = 50 - 36%, 2 = 35 - 21%, 1 = 20 - 1 %, 0 = 0%. 0 points in case of cheating.
Period of FA: 10 days prior to the fourth module's session.
The release of examination papers: during the session.
Retaking exams: till the 15th of October 2022.
Time limit: 70 minutes online/offline.
Exam structure:
1. *Reading (R)* Read the text and complete the tasks (multiple choice/ gap-filling/ matching/ True-False-Not Given). Max. 10 points.  Duration of the Reading exam part: no more than 20 minutes.
2. *Writing (W)* Write an essay on one of the topics given. Max. 10 points. Students should write a 250-word essay. Duration of the Writing exam part: no more than 50 minutes.
Grading formula: $R*0,4 + W*0,6 = 10$.

Note:
        The student must show an ID document for identification before starting the test. Students must log in using their first name and surname. The student agrees not to transfer the login information for his\her proctoring system account to third parties.
        Taking a break during the Test is not allowed.
  1.  The language of the test is English.
  2.  To take the test, a student should:
   • prepare an ID document (original passport, the page with the name and photo) for identification before starting the test;
   • 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, blank A4 paper for a draft);
        If one of the necessary conditions for the test participation cannot be met, the student should inform the Manager of the Program about this to make a decision on the student's participation in the test.

**The student adheres to the technical requirements for the student's PC, conducts a final check of the student's PC no later than 24 hours before the test.** The test can be taken on a desktop computer or laptop (mobile phones and tablets do not meet the technical requirements). The student provides the necessary conditions for the test:

- 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.

If any problems with video or audio connection occur **before the test,** the student must warn the teacher and the Manager of the Program manager by corporate email (in one email). In this email the student should describe the problem and to attach supporting material (a screenshot of the entire screen so that the time is visible/photo/video, etc.) (part *3* of annex 16 to *Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics*)

During the test, the student **is allowed to** use a pen and a blank A4 paper for a draft.

During the test **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 test (leave the visibility zone of the webcam);
- use headphones, headsets for any other reason than to complete the Listening section of the test;
- use "smart" gadgets (smartphone, tablet, etc.);
- involve another person to help with the Exam, talk with another person during the test;
- read tasks out loud;
- listen to the audio file more than once, except for the case of a short-term communication failure while listening to the audio file for the first time.

*Communication failures during the* test*:*

A short-term communication failure during the test is considered to be a loss of a student's network connection with the platform for up to 5 minutes.

A long-term communication failure during the test is the loss of a student's network connection with the platform for more than 5 minutes. It is not possible to complete the test in case of a long-term communication failure.

In the event of a long-term communication failure with the platform during the test, 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.**

# 4. Examples of Assessment Materials

Blocking elements are not present.

**Tasks for developing and assessing reading and listening comprehension, learning and communication strategies include but are not limited to the following types:**
- multiple choice, matching and gap-filling questions;
- elimination, substitution, transformation, adaptation and completion tasks;
- cloze and open-ended questions;
- True / False and error correction tasks etc.;
- crosswords, puzzles, etc.

**Tasks for developing and assessing speaking and writing performance include but are not limited to:**
- brainstorming activities such as free writing, storyboarding, mind-mapping, note taking, group sketching, word banking, S.W.O.T. analysis etc.;
- formulate a hypothesis; negative / positive, descriptive / problem explaining / supporting / arguing, opening / concluding statement etc.;
- write and present a plan, summary, abstract, overview, mind map of the sources / ideas / materials / findings etc.;
- write an essay, review, description, interpretation, etc.;
- design a catalogue / guide / blog (magazine) article etc.;
- present your own research / educational / professional art project.

**Questions for brainstorming and discussion on the topic "What is art?":**
- What is art? What kind of object can be called an art work?
- What does art exist for?
- What is the definition of the word "aesthetic"?
- How can a man use his imagination in art?
- What gives rise to the diversity of art?

**Open and multiple-choice questions to the «Stonehenge» video task:**

- When was Stonehenge built?
- How many stone circles similar to Stonehenge were found in Great Britain?
- Where is Stonehenge located?
- What is true about the ancient Britons? Choose all correct options:
  a) they had a written language and left us a complex culture.
  b) the ancient British males in their physical prime had a high status.
  c) they must have been divided between agriculture and hunting that probably allowed leaders to emerge.
  d) they might have had a stratified society.
- What is common, according to the video, between cave paintings and Stonehenge? Did ancient Britons produce art for survival?

**Test:**

**I. Write the synonyms and opposites to the following words, choose any 4 pairs of synonyms and write a short descriptive paragraph if an art work using these words:**

| Synonyms | | Antonyms | |
|---|---|---|---|

| 1. | emphasis (n) | | 5. | distinct (adj) | |
|----|---|---|----|---|---|
| 2. | perfection (n) | | 6. | festive (adj) | |
| 3. | body (n) | | 7. | massive (adj) | |
| 4. | sculptor (n) | | 8. | common (adj) | |

## II. Fill in the gaps with appropriate words:

*1.  A clothed figure by definition, the Kore type _____ a great diversity of local differences of dresses.*
a) lacks   b) displays c) creates d) distinguishes

*2. The early Greek builders apparently _____ _____ three distinct sources of inspiration: Egypt, Mycenae and pre-Archaic Greek architecture in wood and in brick.*
a) drew upon b) took from c) derived from d) depended on

*3. The entablature includes everything that _____the columns.*
a) consists of b) centers on c) lies between d) rests on

*4. The oldest characteristically Greek style in the fine arts is the so-called _____.*
a) Black-figured b) Red-figured c) Doric d) Geometric

## III. Give definitions to the following words in English:
1. peristyle –

2. architrave –

3. caryatid –

## IV. Give extended answers to the following questions. Write at least 3 sentences for each answer:
1. What do you know about the evolution of Greek archaic vase painting? Name the main styles and their features.
2. Describe an example of a "black-figured" style vase.
3. What do we call classical Greek order system? Describe its basic divisions and elements:
4. Describe any Greek temple that is an example of the Doric order.
5. Choose at least 5 examples of archaic Greek pottery from the image5 below, name them and describe their characteristic features:



---

### Presentations (individual work):

Guidelines:
- choose an urgent and debatable topic / issue / question related to the art field you are interested in;
- work with different types of sources to find valid information that present different opinions, descriptions, interpretations, facts etc. about the chosen issue;
- analyse, interpret the information and incorporate the findings in a presentation (using additional materials, e.g. audio, video, leaflets, hand-outs etc.) that will draw an exhaustive image of the chosen topic;
- present your work to the audience and be ready to participate in a Q/A session.

### Art Projects (group work):

Guidelines:
- design a concept / model of an art project (research, educational, professional) that can be brought to real life;
- state the goal, object, subject matter, problem, urgency, materials (sources) of your project;
- choose one of the existing institutions your project could be interesting for;
- think about the audience you create your project for;
- describe the format of the project (an excursion, guided tour, seminar, lecture, master-class, performance, installation, a series of podcasts, on-line events etc.);
- offer an outline / schedule of the stages / parts / events of your project;
- find, extract, analyze and interpret the information for the contents of your events;
- create illustrative posters and additional materials (audio, video, slides, leaflets, hand-outs etc.) that describe your project;
- present your project to the audience and be ready to participate in a Q/A session.

Possible topics of presentations and projects are expected to correspond with the list of the topics presented in the Course Contents section (2) of the syllabus.

## 5. Resources
5.1. Key recommended reading

| №p/p | Name |
|---|---|
| 1. | English and World Culture: Lectures and Exercise: Пособие по искуствоведению для изучающих английский язык/ САвт.-сост.А.В.Гетманская. - 3-е изд., испр. И доп. – СПб.: Антология, 2013. – 192 с. |
| 2. | Williams, G. (2014). How to write about contemporary art. Retrieved from https://cdn.glitch.com/05cf2253-657b-4ca7-a4fe-293daf3e7498%2Fgilda-williams-how-to-write-about-contemporary-art.pdf?1547622999202 |
| 3. | Art History MOOC available at https://www.khanacademy.org/humanities/art-history |

5.2. Recommended further reading

| №p/p | Name |
|---|---|
| 1. | Benzel, K., Graff Sarah B., Rakic Yelena, and Watts Edith W. (2010). Art of the Ancient Near East: A Resource for Educators. Published by The Metropolitan Museum of Art, New York. |
| 2. | Burn B. (2006). Masterpieces of The Metropolitan Museum of Art. Published by |

| | The Metropolitan Museum of Art. |
|---|---|
| **3.** | Corbeil, J.C., Archambault, A. (1992). The MacMillan Visual Dictionary. Architecture. Macmillan. |
| **4.** | Craig Patch D. (2011). Dawn of Egyptian Art. Published by The Metropolitan Museum of Art, New York. |
| **5.** | Cyril M. Harris (2006). Dictionary of Architecture and Construction. McGraw-Hill Education, 4th Edition. |
| **6.** | Mansbridge, J. (1967). Graphic history of architecture. Viking Press, New York. |
| **7.** | Thompson Nancy L. (2007). Roman art. A Resource for Educators. Published by The Metropolitan Museum of Art, New York. |

5.3. Software

| №p/p | Name | Terms for access/downloading |
|---|---|---|
| | - Adobe Flash Player | Free License Agreement |
| | - Adobe reader | Free License agreement |
| | - Microsoft Office Professional Plus 2010 / | From the University intranet |
| | - Microsoft Windows 10 / | From the University intranet |
| | - Microsoft Windows 7 Professional RUS / | From the University intranet |
| | - Microsoft Windows 8.1 Professional RUS / | From the University intranet |

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

| №p/p | Name | Terms for access/downloading |
|---|---|---|
| 1. | **Websites of the museums:** | http://www.louvre.fr/; http://www.metmuseum.org/; http://www.nationalgallery.org.uk/; http://www.vam.ac.uk/; http://www.npg.org.uk/; http://www.moma.org/; https://www.rijksmuseum.nl/ |
| 2. | **Websites of the associations of museums:** <br><br> • American Association of Museums; <br> • International Council of Monuments and Sites (ICOMOS) (International); <br> • International Council of Museums (ICOM) (International); | <br><br><br> http://www.aam-us.org; <br><br><br><br><br> http://www.icomos.org; <br><br><br><br> http://icom.museum/; |

| | | |
|---|---|---|
| | • Museums Association (UK) | http://www.museumsassociation.org/home. |
| 3. | **Online Libraries:** | http://www.getty.edu/publications/virtuallibrary/; https://archive.org/details/texts; https://www.artstor.org https://www.jstor.org |
| 4. | **Online Dictionaries:**<br><br>• Oxford Art Online<br>• Grove Dictionary of Art;<br>• Benezit Dictionary of Artists;<br>• The Longman Dictionary of Contemporary English Online;<br>• Oxford Learner's Dictionaries;<br>• the Encyclopedia of Aesthetics (2nd edition);<br>• The Oxford Companion to Western Art;<br>• The Concise Oxford Dictionary of Art Terms;<br>• Clossary of Fine Art Terms. | https://www.oxfordartonline.com;<br><br>https://www.oxfordartonline.com/groveart;<br><br>https://www.oxfordartonline.com/benezit;<br><br>http://www.ldoceonline.com/;<br><br>http://www.oxfordlearnersdictionaries.com/;<br><br>https://www.oxfordreference.com/view/10.1093/acref/9780199747108.001.0001/acref-9780199747108;<br><br>https://www.oxfordreference.com/view/10.1093/acref/9780198662037.001.0001/acref-9780198662037;<br><br>https://www.oxfordreference.com/view/10.1093/acref/9780199569922.001.0001/acref-9780199569922;<br><br>http://www.artcyclopedia.com/scripts/glossary-art-a.html; |
| 5. | **Google Art** Project (International) – International art collections online | http://www.googleartproject.com |
| 6. | **Art UK** Project | artuk.org |
| 7. | **SmART History** Project | https://smarthistory.org |
| 8. | **Otis College Youtube Channel:** Art History Timeline | https://www.youtube.com/watch?v=OH2bBdT_wAA&list=PL4646BAFF088B4634 |
| 9. | **TED Talks:** **Art playlists** | https://www.ted.com |

| 10. | **Arzamas Youtube channel** | https://www.youtube.com/playlist?list=PL5ZXG50fTM7orJCv85forUqeewxFWS0HQ |
| --- | --- | --- |

5.5. Supplies and technical support for the course

**Types of classrooms:**
Lecture / seminar classroom

**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:**
- LMS;
- Microsoft Teams;
- Zoom.

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

## 6. 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):

6.1.1. *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;

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

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