**Английский язык для специальных целей. Социальные науки – 2**
**Course Syllabus «English for specific purposes. Social studies – 2»**

Approved by the Academic Council
of SoFL

| Developer | V.A. Rudakovskaya, tutor, School of Foreign Languages; |
|---|---|
| No. of credits | 5 |
| Contact hours | 80 |
| Independent study (hours) | 110 |
| Year of study, degree programme | The first year of study, 3 - 4 module |
| Study format | |

**Abstract**

The discipline refers to the variable educational tracks offered to students of the curricula for bachelor's and master's degree at choice while mastering the optional course of English in accordance with the Concept of Development of English-language Communicative Competence of HSE Students. English has become essential for modern professionals. Most texts and articles dedicated to the topics lying within the scope of Social sciences are written in English, most conferences are held in this language. The aim of the course "English for Specific Purposes. Social Studies -2" is to teach students to master the English language for using it in further education and professional sphere by drawing on multiple issues connected to sociology, political science and other related fields consequently allowing the students to undertake an in-depth learning of the language of specialization: to be able to read, understand, analyze and write in academic language, to provide the students with a tool for cognition and, thus, progress. For successful accomplishment of the course the students should have a B2 level of linguistic competence. The course "English for Specific Purposes. Social Studies -2" is dedicated to a comprehensive insight into the key issues in the given field. Students will look into the peculiar and wide-ranging world of words and their synonyms so as they will accumulate a sufficient amount of vocabulary and terminology necessary for further development in a professional sphere. Students will learn the essentials of writing a summary and an opinion essay, practise rendering and critically reviewing the material studied. Students in class are encouraged to participate in heated discussions so as to learn to share their opinion on topics lying within the discourse for specific sphere of study. The productive outcome of activities will be a prepared speech dedicated to a relevant theme - a project in a presentation form at the end of the semester.

**Learning Objectives**

The aim of the course is:
 • to form the skill and abilities of academic and professional communication, by developing oral and written skills, necessary for further education in bachelor's, master's and research activities in a given area;
• to develop the ability to understand and analyze data, and work with sufficient amounts of information in a foreign language;
• to form a large pool of active vocabulary and terminological knowledge in the specified area in

the target language;
 • to develop cognitive skills using authentic material as resources in classroom and independent work;
 • to form socio-cultural awareness in the range of the indicated level of communicative competence.

**Learning Outcomes**

Reading:
· Understanding specialised complex longer texts*/articles and reports concerned with contemporary problems (CEFR);
· Understanding text structure;
· Using basic reading techniques, skimming & scanning (predicting, understanding main ideas, understanding details).
*can use a dictionary occasionally to confirm his/her interpretation of terminology
Listening:
· Understanding dialogues and polylogues on both familiar and unfamiliar topics;
· Understanding lectures;
· Using basic listening techniques (predicting, understanding main ideas and details);
· Note-taking.
Writing:
· Summary;
· Essay (opinion, discussion);
· CV and E-mail (business).
Speaking:
· Dialogue on general topics (active listening, questioning, responding to questions, emphasizing);
· Monologue: descriptive/informative/reasoning. Enhancing presentation skills

**Course Contents**
Year 1. Semester 2.
1) Education- Selecting talent:
a) grade inflation
b) political and social integration
c) selecting talent and discrimination
d) social mobility

Topics for discussion: the concept "grade inflation"; issues and problems, statistics. IQ test results; Intelligence- heredity vs environment. Social integration, selecting talent- discrimination.
Practice: Describing statistics, working with active vocabulary- context meaning of words and synonyms from the academic word list; outlining useful terminology; shaping the problem, formulating a thesis statement. Introduction to essay writing. Analysing essay writing criteria

2) Globalisation: Social change in the modern world
a) marked global inequalities; social class - critical assessment of theories
b) stratification, the gap between the rich and the poor in the developed and developing countries
c) the problem of "brain drain"
d) global debates and a threat to diversity of cultures
e) social change- the imbalance of wealth and resources between the First and Third Worlds; the

Digital divide; social movements as an outlet of social discontent

Topics for discussion: does the dominant power tend to support globalisation to increase its influence? The key factor to reduce poverty.
Could globalisation be a reason for a pandemic? Tricky issues of globalisation- the problem of "brain drain", cultural homogenity, the Digital divide; environment.
Accumulating material for mini-presentation- shaping the problem, formulating a thesis statement. Discussion of the relating issues and problems.
Practice: listening; working with active vocabulary- context meaning of words and synonyms from the academic word list; summarizing; introduction to a critical review writing practice, presenting, reporting and discussing findings; outlining topics for essay writing, shaping the problem, essay writing practice.

## 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.

## FINAL ASSESSMENT

The interim exam lasts 70 minutes. The exam is written paper-and-pen test and is aimed at checking whether the student can demonstrate the acquisition of the learning objectives set.
The exam consists of two parts, i.e. *Reading* and *Writing* that weigh 40% and 60% respectively in the total mark for the exam.
The actual scores for *Reading* are turned into percentages which are 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%.
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. Max. 10 points.

Comments to the tasks:

1. *Reading (R)* Read the text. Decide whether the statements (1-10) are True, False or Not Given according to the task.  Students have no more than 20 minutes to complete the Reading part.

2. *Writing (W)* Write an essay on one of the topics given. Max. 10 points. Students should write a 250-word essay. Students have 50 minutes to complete the writing part.

Grading formula: R*0,4 + W*0,6 = 10.

● Reading Test (40%)

● Essay Writing (60%).

## 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 shows knowledge beyond the limits of the materials studied in class and uses the active vocabulary specific to the topic;

0 points – the student does not show knowledge beyond the limits of the materials studied in class; and the student does not use the active vocabulary specific to the topic.

Reading tests are assessed as follows:

Grading scale: 10 =96-100%; 9= 91-95% 8 = 86-90% 7 = 78-85% 6 = 71-77% 5 = 61-70% 4 = 51-60% 3 = 36-50% 2 = 21-35% 1 = 1%-20% 0 =0%, plagiarism or no work handed in or the student was absent  OR : 100-96% of fully correct answers = 10; 95 - 91% of fully correct answers = 9; 90 - 86% of fully correct answers = 8; 85-78% of fully correct answers = 7; 77- 71% of fully correct answers = 6; 70-61% of fully correct answers = 5; 60-51% of fully correct answers = 4; 50-36% of fully correct answers = 3; 35-21% of fully correct answers = 2; 20-1% of fully correct answers = 1. 0%=0. Answers containing spelling mistakes are considered incorrect. Writing is assessed against the criteria.

Note:

The final assessment is held within 10 days before the exam period. The final assessment includes one reading test and one written work (essay). The interim written exam is conducted online via MS Teams / Zoom/other platform. Students connect to the videoconference 10 minutes before the exam begins; the teacher sends a task, creates separate sessions and assigns the participants of the meeting to these breakout rooms if necessary. During the exam, it is prohibited to: communicate (using social media, with people in the room), cheat, give the exam variant to others to have it done, listen to the audio file more than twice, pause the audio, use dictionaries, translators or other sources. During the exam, the student is allowed to: use blank sheets of paper for drafts, open the audios in other web-browsers or download the audio to the computer and open it there. A short-term communication failure during the Exam is considered to be a loss of a network connection for up to 5 minutes. A long-term communication failure during the Exam is the loss of a network connection for more than 5 minutes. It is not possible to complete the Exam in case of a long-term communication failure.

**Independent work assessment** (10% LMS+15% Presentations)

### 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/Harvard 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/Harvard 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/Harvard 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/Harvard style in speech and slides.

**Language Use (max 3 points):**

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

2 points – the speaker complies with academic register, the speech is characterized by fluency and adequate pace; the speaker does not use collocations, omits vocabulary and grammar mistakes that sometimes cause difficulties for the audience, and/or there are 1-2 vocabulary and/or grammar mistakes on slides; the speaker naturally fills in the pauses caused by breakdowns of different nature;

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

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

**Manner of Delivery (max 2 points):**

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

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

0 points – the presenter makes 5 and more pronunciation mistakes in words of common use

causing difficulties for the audience; the speaker does not interact with the audience; the presentation is given with reading off the slides or paper; the presentation does not fit the time limit.

**Visual Aids (max 2 points):**

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

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

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

Additional

LMS Assessment criteria: the tasks in the LMS are assessed according to the following Band scale = % of work completed and overall progress:

Grading scale: 10 =96-100%; 9= 91-95% 8 = 86-90% 7 = 78-85% 6 = 71-77% 5 = 61-70% 4 = 51-60% 3 = 36-50% 2 = 21-35% 1 = 1%-20% 0 =0%, plagiarism or no work handed in or the student was absent OR : 100-96% of fully correct answers = 10; 95 - 91% of fully correct answers = 9; 90 - 86% of fully correct answers = 8; 85-78% of fully correct answers = 7; 77- 71% of fully correct answers = 6; 70-61% of fully correct answers = 5; 60-51% of fully correct answers = 4; 50-36% of fully correct answers = 3; 35-21% of fully correct answers = 2; 20-1% of fully correct answers = 1. 0%=0. Answers containing spelling mistakes are considered incorrect.

Writing is assessed against the criteria. Presentations are individually prepared project on a given topic. The following are the assessment criteria for the presentation (ESP specifics): Structure (the appropriate number of sections-breadth and width of the topic) and

Layout (introduction; feedforward; main body; feedback; conclusion)+Coherence (logical order)-20% +Relevance (whether the content is appropriate to the topic, everything is clarified)and Explicitness (the purpose is clear, the ideas and details included are relevant, definitions given, and supported, the relationships-cause and effect- are indicated)/20% + Critical thinking (analysis and evaluation, justification of viewpoint)-20% / +Language, style and grammar- 20% /+Delivery -20%

Note:

LMS activity assessment- Band scale = % of work fully completed. Grading scale: 10 =96-100%; 9= 91-95% 8 = 86-90% 7 = 78-85% 6 = 71-77% 5 = 61-70% 4 = 51-60% 3 = 36-50% 2 = 21-35% 1 = 1%-20% 0 =0%, plagiarism or no work handed in or the student was absent OR : 100-96% of fully correct answers = 10; 95 - 91% of fully correct answers = 9; 90 - 86% of fully correct answers = 8; 85-78% of fully correct answers = 7; 77- 71% of fully correct answers = 6; 70-61% of fully correct answers = 5; 60-51% of fully correct answers = 4; 50-36% of fully correct answers = 3; 35-21% of fully correct answers = 2; 20-1% of fully correct answers = 1. 0%=0. Answers containing spelling mistakes are considered incorrect. Writing is assessed against the criteria.A fully completed task means that an assigned task meets the deadline and all the requirements.

Note:

Independent work may include activities that students do at home and online work. The elements of independent work cannot be retaken.

– **Oral assessment**
Oral assessment may include a monologue on a given topic and a discussion. The elements of oral work cannot be retaken.

## DISCUSSION ASSESSMENT CRITERIA (max 10 points)

### Task Response (max 3 points)

**3 points** – the student fully addresses all parts of the task: the student presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas; content corresponds to the topic of the discussion; the student takes an active part in the discussion; the student's contribution makes the discussion more effective;

**2 points** – the student addresses all parts of the task although some parts may be more fully covered than others: the student presents a relevant position although the conclusions may be unclear or repetitive; content corresponds to the topic of the discussion; the student takes an active part in the discussion, not always hears the thoughts and ideas of other students, sometimes dominates the discussion;

**1 point** – the student responds to the task only in a minimal way or the answer is tangential: presents some ideas but they may be repetitive, irrelevant or not well supported (attitude is not expressed, and/or the arguments are not fully developed or extended); content is partially relevant to the topic; the student does not take an active part in the discussion, rarely shares ideas;

**0 points** – the student does not adequately address any part of the task; the student is rather passive, does not share any ideas, does not express a clear position; the student 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 a wide range of cohesive devices, introductory constructions, makes the points clearly but briefly, encourages others to speak by inviting them to give their opinions;

**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;

**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 attempting to use some advanced lexical items, phrases useful for the discussion 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 understanding; active vocabulary is not used or used inappropriately.

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

**2 points** – the student uses a wide range of grammar structures;
**1 point** – the student uses basic grammar structures and may make occasional mistakes which do

not impede communication;

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

Oral answer assessment criteria ESP specifics:

10-point grading scale  Content of the answer assessment

1  The topic knowledge is absent. Does not participate in a discussion. Cannot complete any related to the theme tasks.

2-3  The student struggles to produce an answer which can be considered as adequate. Cannot explain any terminology. The basic concepts are totally confused. Does not participate in a discussion. Does not have topical lexical resource. Has not completed the task on synonyms.

4-5  The answers given are generally correct, however are not full- a number of essential details are omitted and /or the answer has irrelevant information. The logic of the answer is confusing and has inadequacies. Has vague understanding of terminology. Demonstrates weak participation in a discussion. The lexical units are used incorrectly, phonetic, grammar and stylistic mistakes are present (no more than 5-6). Has not fully completed the task on synonyms.

6-7  The answers given are correct and\or adequately expanded, however there has been a minor shift to irrelevant information. The answer is mostly logical. Demonstrates an attempt to participate in a discussion by commenting on the colleagues' answers. Terminology and the lexical units are used with minor mistakes, however these do not impede communication. Has completed the task on synonyms but with some stylistic inadequacies. Phonetic, grammar and stylistic mistakes are present (no more than 3-4).

8-9  The answers given are explicit and fully expanded. The answer is mostly logical. Actively participates in a discussion, comments on the colleagues' answers. Shows good command of terminology. The lexical units are used with variety, with minor slips. Has completed the task on synonyms, understands stylistic peculiarities and \or has full capacity to apply these units. Phonetic, grammar and stylistic mistakes are absent.

10  The answers given are explicitly clear, logical and fully expanded. The knowledge demonstrated goes beyond the scope of material covered. Actively participates in a discussion, gives valid comments on the colleagues' answers. Shows excellent command of terminology by applying the knowledge to extend the answer. The lexical units are used with variety, with minor slips. Has completed the task on synonyms, has mastered stylistic peculiarities to have full capacity to apply these units. Phonetic, grammar and stylistic mistakes are absent.

## DISCUSSION ASSESSMENT CRITERIA (max 10 points)

## Task Response (max 3 points)

3 points – the student fully addresses all parts of the task: the student presents a fully developed

position in answer to the question with relevant, fully extended and well supported ideas; content corresponds to the topic of the discussion; the student takes an active part in the discussion; the student's contribution makes the discussion more effective; 2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the student presents a relevant position although the conclusions may be unclear or repetitive; content corresponds to the topic of the discussion; the student takes an active part in the discussion, not always hears the thoughts and ideas of other students, sometimes dominates the discussion; 1 point – the student responds to the task only in a minimal way or the answer is tangential: presents some ideas but they may be repetitive, irrelevant or not well supported (attitude is not expressed, and/or the arguments are not fully developed or extended); content is partially relevant to the topic; the student does not take an active part in the discussion, rarely shares ideas; 0 points – the student does not adequately address any part of the task; the student is rather passive, does not share any ideas, does not express a clear position; the student 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 a wide range of cohesive devices, introductory constructions, makes the points clearly but briefly, encourages others to speak by inviting them to give their opinions; 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; 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 attempting to use some advanced lexical items, phrases useful for the discussion 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 understanding, active vocabulary is not used or used inappropriately.

## Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a wide range of grammar structures; 1 point – the student uses basic grammar structures and may make occasional mistakes which do not impede communication; 0 points – the student makes numerous grammar 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.

– **Written assessment**

<u>Note:</u>

Written assessment may include: 1 listening/reading test, 1-2 vocabulary tests/quizzes, 1-2 written works (essay).

Критерии оценивания: Word quiz and \ or LMS activity assessment- Band scale = % of work completed. Grading scale: 10 =96-100%; 9= 91-95% 8 = 86-90% 7 = 78-85% 6 = 71-77% 5 = 61-70% 4 = 51-60% 3 = 36-50% 2 = 21-35% 1 = 1%-20% 0 =0%, plagiarism; or no work handed in or the student was absent OR : 100-96% of fully correct answers = 10; 95 - 91% of fully correct answers = 9; 90 - 86% of fully correct answers = 8; 85-78% of fully correct answers = 7; 77- 71% of fully correct answers = 6; 70-61% of fully correct answers = 5; 60-51% of fully correct answers = 4; 50-36% of fully correct answers = 3; 35-21% of fully correct answers = 2; 20-1% of fully correct answers = 1. 0%=0. Answers containing spelling mistakes are considered incorrect.

## 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.

%  Interim assessment (4 module)

0.300  Final Assessment

0.250  Independent work assessment

0.250  Written assessment

0.200  Oral assessment

Note:
The common mathematical rounding is applied to students' scores.

**Resources**

Key recommended reading

Academic encounters : reading, study skills, and writing: content focus, human behavior, Seal, B., ISBN: 0-521-47658-5, 2005
Academic encounters : reading, study skills, and writing: life in society: student's book, Brown, K., Hood, S., ISBN: 0-521-66616-3, 2002
Английский язык : учебник и практикум для прикладного бакалавриата, Кузьменкова Ю.Б., НИУ ВШЭ, ISBN: 978-5-9916776-2-2, 2016

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**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:**
- 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.

**Examples of assessment material**

<u>**Written assessment**</u>
**Essay topics**
***Write an essay on the following topic:*** "Some people claim that genetic givens have a major influence on the persons intellectual capacity while others consider the impact of environmental factors on intelligence to be crucial. Discuss two positions and voice your opinion."
Or "Discuss the advantages and disadvantages of online education"
**Summary**
***Summarize the following text into no more than 6 sentences:***
Among the disciplines that formed the social sciences, two contrary, for a time equally powerful, tendencies at first dominated them. The first was the drive toward unification, toward a single, master social science, whatever it might be called. The second tendency was toward specialization of the individual social sciences. If, clearly, it is the second that has triumphed, with the results to be seen in the disparate, sometimes jealous, highly specialized disciplines seen today, the first was not without great importance and must also be examined. What emerges from the critical rationalism of the 18th century is not, in the first instance, a conception of need for a plurality of social sciences, but rather for a single science of society that would take its place in the hierarchy of the sciences that included the fields of astronomy, physics, chemistry, and biology. When, in the 1820s, Comte wrote calling for a new science, one with humans as social animals as its subject, he assuredly had but a single encompassing science of society in mind— not a congeries of disciplines, each concerned with some single aspect of human behaviour in society. The same was true of Bentham, Marx, and Spencer. All of these thinkers, and there were many others to join them, saw the study of society as a unified enterprise. They would have scoffed, and on occasion did, at any notion of a separate economics, political science, sociology, and so on. Society is an indivisible thing, they would have argued; so, too, must be the study of society. It was, however, the opposite tendency of specialization or differentiation that won out. No matter how the century began, or what were the dreams of a Comte, Spencer, or Marx, when the 19th century ended, not one but several distinct, competitive social sciences were to be found. Aiding this process was the development of the colleges and universities. With hindsight it might be said that the cause of universities in the future would have been strengthened, as would the cause of the social sciences, had there come into existence, successfully, a single curriculum, undifferentiated by field, for the study of society. What in fact happened, however, was the opposite. The growing desire for an elective system, for a substantial number of academic specializations, and for differentiation of academic degrees contributed strongly to the differentiation of the social sciences. This was first and most strongly to be seen in Germany, where, from about 1815 on, all scholarship and science were based in the universities and where competition for status among the several disciplines was keen. But by the end of the century the same phenomenon of specialization was to be found in the United States (where admiration for the German system was very great in academic circles) and, in somewhat less degree, in France and England. Admittedly, the differentiation of the social sciences in the 19th century was but one aspect of a larger process that was to be seen as vividly in the physical sciences and the humanities. No major field escaped the lure of specialization of investigation, and clearly, a great deal of the sheer bulk of learning that passed from the 19th to the 20th century was the direct consequence of this specialization.

<u>**Oral assessment.**</u>
***Task 1. Read the texts, translate orally the underlined parts, and discuss in groups the main ideas, produce a detailed summary of one text to present it to a class for further discussion. Think about synonyms to the marked words***

Changes* in marriage, divorce, and fertility since the 1960s have led to a striking increase in the number of families headed by a single parent (McLanahan & Casper, 1995). As family structure has changed, so has the likelihood that children will spend time in a ''nontraditional'' family. Of children born in the 1980s, about half will spend some time in a single-parent family before they reach age 18 (Bumpass & Raley, 1995; CastroMartin & Bumpass, 1989). As fewer children spend most or all of their childhood living with two biological parents, concern has risen about the consequences of various family structures for children's development and well-being. Research* shows that children reared in single-parent families do not fare as well as those reared in two-parent families, on average, regardless of race, education, or parental remarriage (McLanahan & Sandefur, 1994); they are more likely to experience increased academic difficulties and higher levels of emotional, psychological, and behavioral problems (see, for example, Amato, 1994; Dawson, 1991; McLanahan, 1997). Although family trajectories have become increasingly diverse in recent decades, researchers are only beginning to include more complex specifications of family structure in their models. Many studies have used mother's marital status— often at one point in time—as the primary* indicator of family structure, and few have included longitudinal data in the specification of family structure (exceptions include Aquilino, 1996; Cooksey, 1997; Hill, Yeung, & Duncan, 2001). Also, research that does examine* the effects of a broader range of family types typically focuses* on only one category of outcomes. Cooksey, for instance, examined only cognitive outcomes; Hill et al. focused on schooling and no marital childbearing.

Socialization

The child's home provides a context where learning and socialization take place, and apart from other variables, the quality and characteristics* of the home environment have important* consequences for child outcomes. A stimulating home environment with opportunities for learning and exploration and that provides warmth and emotional support will foster healthy growth and development of children (Bradley & Rock, 1988). When two parents are present in the child's home, Family Structure and Children's Outcomes they share the responsibility of monitoring the child's activities and providing encouragement and discipline as needed. When parents live apart, the residential parent often becomes the primary (or sole) provider of both economic and parental resources, and thus competing time demands necessarily entail less investment in monitoring and socializing children. The nonresidential parent is less proximate to the activities of the child and therefore has less regular interaction and involvement in day-to-day activities.

_____

Task 2. Prepare further material dedicated to the topic covered in class and present it during the next lesson. Think about possible questions to generate class discussion.

_____

Task 3. Choose a topic and voice your opinion:
a) Personality- a result of genes or an outcome of socialization?
b)Technological process has changed not only the way we communicate but also such fundamental structures of the society as family relations- and this change is for the better

**Independent work assessment.**
*Presentation (15%) - individually prepared*
Examples of topics:
 'Ways of forming common sense beliefs'
 'Various aspects of inequality in society'
*Independent work in the LMS (10%)*
In the LMS there will be quizzes and reading assignments (texts to read and summarize) of the following kind:
*Task 1. Translate the following with lexical and grammatical variety.*

1. Социальные науки рассказывают нам о мире, выходящем за рамки нашего непосредственного опыта, и могут помочь объяснить, как работает наше собственное общество - от причин безработицы или того, что помогает экономическому росту, до того, как и почему люди голосуют или что делает людей счастливыми.

2. Цифровой барьер, цифровое неравенство, информационное неравенство — ограничение возможностей социальной группы из-за отсутствия у неё доступа к современным средствам коммуникации. На возможности ущемленной группы влияют отсутствие или ограниченный доступ к телевидению, интернету, телефонной связи (мобильной и стационарной), радио. Все это ограничивает возможности этой группы в поиске работы, налаживании социальных связей, культурном обмене и может негативно влиять на экономическую эффективность, развитие и сохранение культуры, уровень образования. Согласно общепринятым воззрениям на информационное общество, его специфика такова, что свободный обмен информацией способствует преодолению нищеты и неравенства, однако у тех, кто отключен от такого обмена, перспективы катастрофически ухудшаются.

*Task 2. Summarise the following text.*

Family structure is widely known to be associated with children's chances of growing up in poverty, struggling or succeeding academically, and more. Relatively less attention is paid to to children's health outcomes—but those, too, are related to family structure, according to a large body of data from the CDC.

Controlling for a range of background factors—child's sex, age, race/ethnicity; parents' education level; and the household's income, poverty status, and health insurance coverage—researchers found that children from nuclear families were most likely to have healthy outcomes on most measures. Kids living with two married parents were more likely than those from other types of families to be in excellent or very good health, and less likely to suffer from chronic health problems, poor behavior, and severe emotional difficulties.

Before jumping into more detailed findings, the family structure categories require some explanation. Families were categorized into one of seven groups:

-Nuclear families: children "living with two parents who are married to one another and are each biological or adoptive parent to all children in the family,"

-Single-parent families: children living with a single adult of either gender,

-Unmarried biological or adoptive families: children living with two unmarried parents who are each biological/adoptive parents to all the family's children,

-Blended families: children living with one biological/adoptive parent and that parent's spouse,

-Cohabiting families: children living with one biological/adoptive parent and that parent's unmarried cohabiting partner,

-Extended families: children living with one or two parents, and at least one related, non-parent adult (age 18+) such as a grandparent or adult sibling, or

-"Other" families: children living with adults who are not their biological or adoptive parents.

Note that the presence of any non-parental adult relative was enough to categorize a family as extended, meaning that category includes some families who would otherwise fall under nuclear, single-parent, etc.

*Task 3. Match the word with its definition*

a) Cultural transmission ------►*multiple definitions given*

b) Socialization------- ► *multiple definitions given*

**Final assessment.**

*Task1. Choose one essay topic and write an essay.*

You should spend about 40 minutes on this task.

"Some people claim that genetic givens have a major influence on the persons intellectual capacity while others consider the impact of environmental factors on intelligence to be crucial. Discuss two positions and voice your opinion." Or " Discuss the advantages and disadvantages of globalization"

***Task 2. Read an article about students' protests in the UK, and for questions 1 to 10, decide if the sentences are true or false.***

UK Students Protest Covid-19 Measures

 A group of UK university students are demanding partial refunds of their university fees, due to the coronavirus restrictions which have severely limited their university experience. This comes at a time when over 2,600 students and staff in 50 UK universities have confirmed cases of Covid-19. Thousands of students have been told to self-isolate, while face-to-face lessons have been replaced by online lectures. The group, Refund Us Now, has been asking for a 15% cash refund for all students who have been told lies and forced to comply with strict rules by their universities. The fifteen percent corresponds to the amount by which online learning was found to be less effective than in-person teaching, according to one international study.

At the beginning of the term, students were encouraged to attend campus. They were promised a safe university experience involving a blend of online and face-to-face teaching. Instead, many have been forced to stay inside halls of residence, socialising only with the students with whom they share kitchen and bathroom facilities. Many of them feel they have been abandoned and mistreated. At Manchester Metropolitan University, where 1,700 students in two accommodation blocks were told to self-isolate after more than 120 tested positive, there are reports of security guards stopping students from leaving their halls, even when they were no longer required to self-isolate. Meanwhile, students at Leeds University were left without cleaning supplies or information about how to buy food or take out rubbish. They were also prevented from using laundry services and instead were told to buy more clothes or wash their clothes in the sink. Many students question why they were encouraged to return to university at all, given the availability of online learning. Outbreaks at universities were, they say, inevitable, and students shouldn't have been encouraged to attend in person.

University staff, meanwhile, has their own concerns. Staff at North Umbria University, for example, want more Covid-19 testing and more online teaching to allow for thorough cleaning and support teaching to take place and protect the health of themselves and their families.

They have cause for concern. Covid-19 can spread very easily in student accommodation. It's also very hard to monitor and enforce students' activities there, unlike in the bars and restaurants that they are forbidden to visit. Despite hefty fines for breaking government rules of remaining in household groups, some students are organising parties for 20-25 people. The students who have tested positive for the virus feel most free to socialise with others who test positive. Some students feel they are better off catching the disease while they are among other young, healthy people and away from more vulnerable family members. Other students, however, keep to the rules. They use their isolation to bond with housemates or entertain themselves online. But inevitably, some are feeling mental and emotional strain, as well as anger and frustration over their less-than-perfect university experience.

Will they get a refund? There are calls for students to get money back if the quality of their learning is severely impacted by the new conditions. However, students receiving adequate online learning and access to appropriate library and research facilities are ineligible. Meanwhile, students who have been told to self-isolate at short notice in student accommodation are receiving food, essential items and some financial assistance. It seems that students will have to accept their unfortunate university experience as just another unwelcome impact of the Covid-19 outbreak.

Do the following statements agree with the information given in Reading Passage?

In boxes on your answer sheet, write
**TRUE** *if the statement agrees with the information*

***FALSE*** *if the statement contradicts the information*
***NOT GIVEN*** *if there is no information on this*

1.The group Refund Us Now has succeeded in getting refunds for UK university students.
2. Students have lost, on average, 15% of their face-to-face study time with lecturers.
3. Only students and staff who have tested positive for Covid-19 have been told to self-isolate.
4. Universities recommended to students that they should attend the university in person.
5. According to reports, students have been prevented from leaving their accommodation even when they are allowed to.
6. Neither university staff nor students want to increase the amount of online learning.
7. The writer believes that Covid-19 is less likely to spread in halls of residence than in student bars.
8. According to the text, students are asking for proof that those attending parties do not have Covid-19.
9. The text mentions students' family members who suffered from Covid-19.
10. If students are not allowed to leave their accommodation, they are being provided with food and other necessary supplies.

Keys

| 1- F | 6- T |
|------|------|
| 2- F | 7- F |
| 3- F | 8- F |
| 4- T | 9- NG |
| 5- T | 10- T |