Английский язык для специальных академических целей. Древний мир– 3

Course Syllabus for «English for Specific Academic Purposes. Ancient Times– 3»

Developer	E.M. Gridneva
No. of credits	3
Contact hours	52
Independent study (hours)	62
Year of study, degree programme	The second year of study,1–3 modules
Study format	Full-time

Abstract

The discipline refers to the variable educational tracks offered to students of the curriculum for bachelor's degree while mastering the optional course of English in accordance with the Concept of Development of English-language Communicative Competence of HSE students. The course is designed to develop foreign-language communicative and professional competencies. The course is focused on basic professional terminology and knowledge of oriental and classical studies. The main goal of this course is to develop students' professional intercultural communicative competence (PICC) that is referred to as the "integrative ability of solving professional tasks with the help of a foreign language".

Learning Objectives

-to improve student's ability to read and understand different types of texts including journal articles in the sphere of ancient studies;
-to improve student's ability to listen and understand different types of lectures, videos and audios in the sphere of ancient studies;
-to increase student's speaking skills in the sphere of ancient studies (presentations, discussions, debates);
-to develop student's reading, listening, writing and speaking skills in the academic sphere (listening and reading comprehension practice, essay writing and diagram description, monologue and dialogue preparation).

Learning Outcomes

Understanding specialised complex longer texts/articles and reports concerned with contemporary problems and ancient studies; Understanding text structure;
Using basic reading techniques, skimming & scanning (predicting, understanding main ideas, understanding details);

Understanding dialogues and polylogues on both familiar and unfamiliar topics;
Understanding lectures;
Understanding academic/ professional presentations which are linguistically complex;

- Using basic listening techniques (predicting, understanding main ideas and details);
Following extended speech and complex lines of arguments; Note-taking;
Writing of summary, essay: opinion, discussion, report, e-mail (business correspondence),
CV, review of a film/book/play;
Taking part in debates (debate on abstract, complex topics);
Prepare a monologue: descriptive/informative/reasoning; Prepare a presentation.

Course Contents

1. **Life in ancient times**
   Gods, customs and traditions, cuisine, education, languages, men and women, warfare.

2. **Art in ancient times**
   literature, architecture, theatre.

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

REVIEW ASSESSMENT CRITERIA (max 10 points)

Recommended word count – 250-300

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

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

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

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

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

Coherence and Cohesion (max 2 points)
2 points – the student writes a clearly structured objective review on the item, uses a variety of linking devices which connect the ideas appropriately, organises information in a logical order, uses paragraphing sufficiently;
1 point – the student writes a poorly structured review, uses a limited number of linking devices, does not use paragraphing sufficiently;
0 points – the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them.

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

1 point – the student uses a limited range of vocabulary, fails to use active vocabulary items, makes 2 lexical or spelling mistakes, the student uses the appropriate register;
0 points – the student uses basic vocabulary, makes 3 or more lexical / spelling mistakes, the student uses an inappropriate register.

Grammatical Range and Accuracy (max 2 points)
2 points – the student uses a variety of complex grammar structures and makes 1 grammar mistake;
1 point – the student uses basic grammar structures and makes 2 grammar mistakes;
0 points – the student makes numerous grammar mistakes which impede understanding.

Punctuation (max 1 point)
1 point – the students may make 1-2 punctuation errors;
0 points – the students makes more than 2 punctuation errors.

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

Recommended word count – 150

Task Response (max 3 points)

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

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

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

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

Coherence and Cohesion (max 2 points)

2 points – the student writes an overview paragraph, uses a variety of linking devices appropriately, organises information and ideas logically, writes a relevant introduction, uses paragraphing sufficiently and appropriately;
1 point – the student writes an overview paragraph, uses a limited number of linking devices, writes an irrelevant introduction and does not use paragraphing sufficiently;
0 points – the student writes an overview paragraph, does not organise information and ideas logically, there is no introduction, the student fails to use linking devices appropriately.

Lexical Resource and Register (max 2 points):
2 points – the student uses most active vocabulary items appropriately and makes no mistakes, uses a wide range of subject-specific vocabulary including some advanced lexical items, but there may be 1 inaccuracy;
1 point – the student uses only 3-4 active vocabulary items, uses a sufficient range of subject-specific vocabulary, but may make 1 mistake in spelling, word formation or word choice;
0 points – the student uses no active vocabulary items, uses basic vocabulary with very limited control of spelling, word formation and word choice, makes 2 and more lexical or spelling mistakes.

Grammatical Range and Accuracy (max 2 points):
2 points – the student uses a wide range of grammar structures without mistakes;
1 point – the student uses basic grammar structures and/or makes 1 grammar mistake;
0 points – the student makes more than 2 grammar mistakes which severely impede understanding.

Level/track specific criteria (max 1 point)
1 point – All content is relevant to the task and the target; a reader is on the whole informed.

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

Note

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

The release of examination papers: during the session.

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

Retaking exams: till the 15th of October 2022.

Time limit: 80 minutes online/offline.

Tasks complexity: B2.

Exam structure:

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

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

Note

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

The exam is conducted in written form online with proctoring.

Taking a break during the Exam is not allowed.

To take the exam, a student should:

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

The student provides the necessary conditions for the exam:

• sufficient level of illumination;

• low noise level;

•absence of interference with video and audio signal transmission;

• a fully operational webcam (including built-in laptop cameras);

• a fully operational microphone (including built-in laptop cameras);

• a permanent and stable Internet connection with a data transfer rate of at least 5 Mbps.

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

• turn off the webcam and microphone; reduce its level of sensitivity to sound;

• use auto-correct functions, notes, textbooks, other educational materials;

• leave the desk area during the Exam (leave the visibility zone of the webcam);

• use headphones, headsets for any other reason than to complete the Listening section of the exam;

• use "smart" gadgets (smartphone, tablet, etc.);

• involve another person to help with the Exam, talk with another person during the Exam;

• read tasks out loud.

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

Note:

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

-   Independent work assessment

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

Grade	10	9	8	7	6	5	4	3	2	1	0

% fully completed tasks at home/in the classroom/online work	100 - 96%	95 - 91%	90 - 86%	85 - 78%	77 - 71%	70 - 61%	60 - 51%	50 - 36%	35 - 21%	20 - 1 %	0%

Note

Independent work includes activities that students do at home, activities that students do in the classroom and online work.

The elements of independent work cannot be retaken.

- Oral assessment

Oral assessment includes a dialogue or a presentation.

DIALOGUE ASSESSMENT CRITERIA (max 10 points)

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task: initiates the conversation, shares opinions, demonstrates active listening and questioning skills, responds to questions; presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas; the student finds common ground, presents logical arguments, supporting evidence and examples, makes comments and draws conclusions, shows the interest in what another participant says; content corresponds with the topic of the dialogue;

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

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

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

Coherence and Cohesion (max 2 points)
2 points – the student applies logic when organising ideas, effectively uses a wide range of cohesive devices, introductory constructions, etc., makes the points clearly but briefly, allows the partner to finish without interrupting, encourages the partner to speak by inviting him/her to give his/her opinion, shows agreement or disagrees politely;
1 point – the student applies logic when organising ideas but there might be an occasional breach in logic, cohesive devices are inadequate, repetitive, under- or overused, the student sometimes talks over the other speaker, disagrees harshly, dominates the conversation;

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

Lexical Resource and Register (max 2 points)

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

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

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

Grammatical Range and Accuracy (max 2 points)

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

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

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

Fluency, pronunciation (max 1 point)

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

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

PRESENTATION ASSESSMENT CRITERIA (max 10 points)

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

Task Response (max 3 points):

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

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

1 point – **the student responds to the task only in a minimal way or the answer is tangential, the format may be inappropriate**: the presentation partially corresponds to the chosen topic, not

all the content points are covered it is not clearly divided into introduction, main body and conclusion; presentation is free from logical fallacies; presentation does not contain appropriate references in APA style in speech and slides;

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

Language Use (max 3 points):

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

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

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

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

Manner of Delivery (max 2 points):

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

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

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

Visual Aids (max 2 points):

2 points – the visuals are prepared in a certain style consistent throughout the presentation and well readable (font, colour); each visual has a heading relevant to the overall theme of the

presentation, conforming to the academic register; each visual contains only key words and phrases without complete sentences; presentation as a whole has an adequate balance of graphic and verbal information;

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

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

– Written assessment

REVIEW ASSESSMENT CRITERIA (max 10 points)

Recommended word count – 250-300

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

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

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

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

Coherence and Cohesion (max 2 points)
2 points – the student writes a clearly structured objective review on the item, uses a variety of linking devices which connect the ideas appropriately, organises information in a logical order, uses paragraphing sufficiently;
1 point – the student writes a poorly structured review, uses a limited number of linking devices, does not use paragraphing sufficiently;
0 points – the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them.

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

1 point – the student uses a limited range of vocabulary, fails to use active vocabulary items, makes 2 lexical or spelling mistakes, the student uses the appropriate register;
0 points – the student uses basic vocabulary, makes 3 or more lexical / spelling mistakes, the student uses an inappropriate register.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a variety of complex grammar structures and makes 1 grammar mistake;
1 point – the student uses basic grammar structures and makes 2 grammar mistakes;
0 points – the student makes numerous grammar mistakes which impede understanding.

Punctuation (max 1 point)

1 point – the students may make 1-2 punctuation errors;
0 points – the students makes more than 2 punctuation errors.

Note

Written assessment includes minimum 1 reading test, minimum 1 listening test, minimum 1 vocabulary and grammar test and minimum 1 written work (review). The test tasks can be of different types. The elements of written assessment can be retaken within 10 working days if the absence has been officially documented.

Interim assessment (3 module) :
0.300 Final Assessment
0.250 Independent work assessment
0.250 Written assessment
0.200 Oral assessment
   The common mathematical rounding is applied to students' scores.

Types of classrooms:

Lecture / seminar classroom (52)

Sources

Recommended Core Bibliography

English grammar in use : a self-study reference and practice book for intermediate students: with answers, Murphy, R., ISBN: 0-521-28723-5, 1992

Murphy, R. (2012). Grammar in use : self-study reference and practice for students of English. Slovenia, Europe: Cambridge University Press. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&site=eds-live&db=edsbas&AN=edsbas.6980C66C

Berry, R. (2018). English Grammar : A Resource Book for Students (Vol. 2nd edition). [Place of publication not identified]: Routledge. Retrieved from

http://search.ebscohost.com/login.aspx?direct=true&site=eds-live&db=edsebk&AN=1753147

Bas Aarts. (2011). Oxford Modern English Grammar. Oxford: OUP Oxford. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&site=eds-live&db=edsebk&AN=2245729

Recommended Additional Bibliography:

Altenberg, E. P., & Vago, R. M. (2010). English Grammar : Understanding the Basics. Cambridge: Cambridge eText. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&site=eds-live&db=edsebk&AN=317623

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 for the assessment materials

1. Reading (R)
Read the article and prepare a summary.

2. Listening (L)

Listen to the audio file twice.

1). After you have listened to the file once, in questions 1-5 choose the correct answer (A, B or C) *Example:* The philosophy of water has taught the author... A) to promote his own glory and success. B) to promote the glory and success of others. C) not to promote glory and success.

2). After you have listened to the file twice, fill in the gaps in questions 6-10 using words or numbers from the text. *Example:* When it comes across an obstacle, water /_____/ in a peaceful way.

3. Writing (W)

Describe a book or a film that had a strong impact on you. You should say:

-What was it

-When you read or saw it

-How it influenced you

 -Say if you liked it and why.

4.Academic Reading sample task – Matching headings.