

Course Syllabus for «English for Academic Purposes. Advanced – 2»

Approved by the Academic  
Council of SoFL

**Abstract**

The program is for the 1st year students. English for Academic Purposes is designed to develop foreign-language communicative and integrated and critical thinking skills that are based on "Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics and "Concept of development of English-language communicative competence HSE students". Every student has slightly different needs, depending on their chosen discipline, cultural background and other factors. However, there are main skills, tasks, and academic language that are common to most disciplines and are relevant to the needs of most students preparing to study English at university level. The course is focused on core tasks relevant to all students, such as working out the main points of an academic text or lecture (such perspectives as culture, ways of persuasion, technology, and others). There are no blocking controls.

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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	Full-time

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

The objectives of the course are:

- to improve student's ability to read and understand journal articles, texts, lectures from different perspectives;
- to increase student's comprehension of spoken English;
- to strengthen student's speaking and writing skills in a range of different disciplines;
- to systematically and progressively develop students' academic skills, language, and critical thinking;
- to provide material for the students to revise, consolidate and extend their command of English grammar and vocabulary;
- to develop the students' reading skills to enable them to skim the text for main idea, to scan the text for specific information, to interpret the text for inferences, attitudes and styles, to deduce meanings from the context;

- to develop the students' listening skills to enable them to understand and apply specific information from the input;
- to develop the students' general capacity to a level that enables them to use English in their professional and academic environment granted that they are provided with the specific notions and vocabulary in the course of their studies.

**Results of the Course Study are:**

to read authentic academic texts on different disciplines; to listen to different lectures for following structured note-taking tasks and doing some exercises; to write from descriptions to paragraphs, argument essays, problem-solution essays; to speak (present, discuss) on different academic issues:

*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:*

- Essay (opinion);
- Essay (advantages/disadvantages);

*Speaking:*

- Dialogue on general topics (active listening, questioning, responding to questions, emphasizing);
- Monologue: descriptive/informative/reasoning.
- Presentations

“English for Academic Purposes” is suitable for students from any academic discipline and does not require any special subject knowledge. The course supports both classroom and independent learning. At the same time, students should have B2 level.

**2. Course Contents**

Topic (course section)	Total hrs <sup>1</sup>	Expected learning outcomes (ELO) to be assessed	Assessment formats
	LC		
	SM		
	onl/sw		
Topic 1. Intelligence (types		<b>Listening:</b> understands	<i>Possible assessment</i>
	SM - 16		

<sup>1</sup> Leave blank for syllabi, which are not part of a degree programme curriculum and not planned for a schedule

<p>of intelligence, cognitive processes). Connecting ideas.</p>	<p>onl- 22</p>	<p>main ideas in a presentation; identifies word class to assist note-taking. <b>Speaking:</b> interprets and discusses written feedback. <b>Reading:</b> identifies the argument and structure of a text; identifies cohesive and hedging language. <b>Writing:</b> analyses and writes an essay conclusion; links ideas coherently; writes an essay (opinion). <b>Vocabulary:</b> identifies and uses hedging language. <b>Grammar:</b> identifies and uses reference words.</p>	<p><i>formats include, but are not limited to:</i> <b>Listening:</b> completing the table, filling the gaps. <b>Reading:</b> choosing the title for the text or the main idea of the text, matching ideas to paragraphs, summary completion. <b>Vocabulary and grammar:</b> quiz, translation, any form of lexical and grammar test. <b>Writing:</b> an essay (opinion)</p>
<p>Topic 2. Change. Describing processes.</p>	<p>SM- 16 onl - 22</p>	<p><b>Listening:</b> takes notes on a description of a process; recognizes referencing language. <b>Speaking:</b> gives a short poster presentation. <b>Writing:</b> analyses and writes descriptions of processes, writes an essay (advantages/disadvantages ) <b>Reading:</b> predicts the content of a text from visual information; understands a description of a process in a text; identifies and uses signposting language for describing a process. <b>Grammar:</b> uses transitive and intransitive verbs; uses active and passive forms.</p>	<p><i>Possible assessment formats include, but are not limited to:</i> <b>Speaking:</b> a poster presentation. <b>Writing:</b> describing a process. <b>Reading:</b> identifying the purpose of the text, deciding whether the sentence is True/False/Not given, matching headings to paragraphs, completing a flow-chart. <b>Vocabulary and grammar:</b> quiz, translation, any form of lexical and grammar test.</p>
<p>Topic 3. Culture and interpretation (country, society). Comparison and contrast,</p>	<p>SM- 16 Onl- 22</p>	<p><b>Listening:</b> reads to prepare for a lecture; listens to confirm predictions about content</p>	<p><i>Possible assessment formats include, but are not limited to:</i> <b>Listening:</b> notes</p>

fact and opinion.		<p>and structure.  <b>Speaking:</b> gives a short informal presentation; takes part in a seminar discussion.  <b>Reading:</b> identifies and uses comparison and contrast language; recognizes the difference between fact and opinion.  <b>Writing:</b> uses comparison and contrast language; self-editing and correcting.  <b>Vocabulary:</b> categorizes general and technical meanings.</p>	<p>completion.  <b>Reading:</b> deciding whether the sentence is True/False/Not given.  <b>Vocabulary:</b> quiz, translation, any form of lexical test.  <b>Writing:</b> an essay (advantages/disadvantages)</p>
<p>Topic 4. Persuasion (opinion and what influences it).  Developing an argument.</p>	<p>Sm - 16  Onl - 22</p>	<p><b>Listening:</b> understands the main points of an argument; identifies and uses emphasizing strategies.  <b>Speaking:</b> presents a main and supporting argument plus evidence and explanation; responds to other people's arguments.  <b>Reading:</b> identifies the main and supporting arguments.  <b>Writing:</b> writes an argument (opinion) essay.  <b>Vocabulary:</b> uses synonyms in phrases; decides on the formality of synonyms; rewrites phrases using synonyms.  <b>Grammar:</b> uses conditional structures.</p>	<p><i>Possible assessment formats include, but are not limited to:</i>  <b>Listening:</b> short-answer questions.  <b>Speaking:</b> organized debate, answering questions (giving opinion).  <b>Writing:</b> writing an argument (opinion) essay.  <b>Vocabulary and grammar:</b> quiz, translation, any form of lexical and grammar test.</p>
<p>Topic 5. Connection and technology.  Cause and effect, evaluation.</p>	<p>Sm – 16  Onl -22</p>	<p><b>Listening:</b> recognizes connections including cause and effect relationship.  <b>Speaking:</b> explains connection between phenomena; researches a</p>	<p><i>Possible assessment formats include, but are not limited to:</i>  <b>Listening:</b> short-answer questions.  <b>Reading:</b> short-answer questions</p>

		<p>short presentation.</p> <p><b>Reading:</b> understands cause and effect phenomena in different fields; identifies language to express cause and effect relationships.</p> <p><b>Writing:</b> plans and structures cause and effect or/and problem-solution essay.</p> <p><b>Vocabulary:</b> uses cohesive noun phrases.</p>	<p><b>Writing:</b> writing a cause-effect or a problem-solution essay.</p> <p><b>Vocabulary and grammar:</b> quiz, translation, any form of lexical and grammar test.</p>
<b>Hours for types of classes:</b>	<b>Sm-80</b>		
	<b>Onl - 80</b>		
<b>Total hours</b>	<b>160</b>		

Course formats:

LC – lectures;

SM - seminars/practical courses/ laboratory work;

Onl. –online lectures and other Internet courses;

SW – student independent work.

### 3. 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.

### 1. *Reading (R)*

Max. 10 points

Students have no more than 20 minutes to complete the Reading part.

Read the text. Possible reading tasks:

- *Correct option for each task (multiple choice).*
- *Fill in the gaps (gap-filling).*
- *Decide whether the statement is True, False or Not Given.*

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:  $R * 0.4 + W * 0.6 = 10$

Note:

The final test is held in class within 10 days before the exam period 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, remotely without 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).

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.

## **WRITTEN ASSESSMENT**

The test can be retaken within 10 working days if the absence has been officially documented.

## **ESSAY ASSESSMENT CRITERIA (max 10 points)**

*Recommended word count – 250*

### **Task Response (max 3 points)**

**3 points** – the student fully addresses all parts of the task: the task in the introduction is fully paraphrased, the student presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas: each paragraph contains a valid topic sentence which clearly focuses on the main idea/problem and 1-2 arguments which are completely developed; the conclusion contains relevant ideas which are discussed in the main body; content corresponds to the topic;

**2 points** – the student addresses all parts of the task although some parts may be more fully covered than others: the task in the introduction has been only partly paraphrased; the student presents relevant main ideas but some may be inadequately developed/unclear; the main points are summarised in the conclusion but some points may be unclear or repetitive; content corresponds to the topic;

**1 point** – the student responds to the task only in a minimal way or the answer is tangential: the task has been only partly paraphrased and/or the thesis statement lacks focus and/or the conclusion contains some irrelevant ideas which are not discussed in the main body; the student presents a position but it is unclear; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported; content only partially corresponds to the topic;

**0 points** – the student does not adequately address any part of the task: the task hasn't been paraphrased or there is no introduction and/or there is no thesis statement in the introduction; all the topic sentences are irrelevant / there are no topic sentences; there is no conclusion at all; the student presents few ideas, which are largely undeveloped or irrelevant.

### **Coherence and Cohesion (max 2 points)**

**2 points** – the student writes a clearly structured essay, uses a variety of linking devices which connect the ideas appropriately, uses paragraphing sufficiently, the ideas are logically organised;

**1 point** – the student writes a poorly structured essay, uses a limited number of linking devices, does not use paragraphing sufficiently; the ideas are not always logically organised;

**0 points** – the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them, does not write in paragraphs.

### **Lexical Resource and Register (max 2 points)**

**2 points** – the student uses a wide range of vocabulary, including some advanced lexical items; there may be 1-2 inaccuracies;

**1 point** – the student uses a sufficient range of vocabulary, but may make 1-2 mistakes in spelling, word formation or word choice;

**0 points** – the student only uses basic vocabulary with very limited control of spelling, word formation or word choice; errors are numerous and impede understanding.

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

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

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

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

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



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

## **ORAL ASSESSMENT**

### **DISCUSSION IN A Q&A SESSION FORMAT 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;

**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;

**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;

**1 points** – the student does not adequately address any part of the task; the student 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;

**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.

### **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.

### **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, color); each visual has a heading relevant to the overall theme of the presentation, conforming to the academic register; each visual contains only key words and phrases without complete sentences; presentation as a whole has an adequate balance of graphic and verbal information;

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

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

## INDEPENDENT WORK ASSESSMENT

### Listening, Reading, tests

#### Шкала оценивания

Оценка	10	9	8	7	6	5	4	3	2	1	0
% выполнения	100 - 96%	95 - 91%	90 - 86%	85 - 78%	77 - 71%	69 - 61%	60 - 51%	50 - 36%	35 - 21%	20 - 1 %	0%

### Reading, Listening, tests (for online)

Количество баллов	Критерии оценки
<b>10 баллов</b>	100%
<b>9 баллов</b>	96-99%
<b>8 баллов</b>	90-95%
<b>7 баллов</b>	86-89%
<b>6 баллов</b>	80-85%
<b>5 баллов</b>	70-79%
<b>4 балла</b>	60-69%
<b>3 балла</b>	50-59%
<b>2 балла</b>	25-49%
<b>1 балл</b>	1% -24%
<b>0 баллов</b>	0%

Blocking elements are not present.

#### 4. Examples of Assessment Materials

Examples of Reading, Listening, Writing and Speaking are provided.

##### **Reading.** *Read the text “Critical Thinking”.*

Society has long cherished the ability to think beyond the ordinary, and in a world where knowledge is revered and innovation equals progress, those able to bring forth greater insight and understanding are destined to make their mark.

‘Critical thinking as an attitude is embedded in Western culture. There is a belief that argument is the way to finding truth,’ observes Adrian West, research director at the Edward de Bono Foundation U.K., and a former computer science lecturer at the University of Manchester.

Although there’s little debate that information technology complements – and often enhances – the human mind in the quest to retain information and process an ever-growing tangle of bits and bytes, there’s increasing concern that the same technology is changing the way we approach complex problems and conundrums, and making it more difficult to really think. ‘We’re exposed to greater amounts of poor yet charismatic thinking, the fads of intellectual fashion, opinion, and mere assertion,’ says West. ‘The wealth of communications and information can easily overwhelm our reasoning abilities.’ What’s more, it’s ironic that ever-growing piles of data and information do not equate to greater knowledge and better decision-making. What’s remarkable, West says, is just ‘how little this has affected the quality of our thinking.’

According to the National Endowment for the Arts, literary reading has declined 10 percentage points, and the rate of decline is accelerating. Many, including Patricia Greenfield, a UCLA distinguished professor of psychology and director of the Children’s Digital Media Center, Los Angeles, believe that a greater focus on visual media exacts a toll. ‘A drop-off in reading has possibly contributed to a decline in critical thinking,’ she says. ‘There is a greater emphasis on real-time media and multitasking rather than focusing on a single thing.’ Nevertheless, the verdict isn’t in and a definitive answer about how technology affects critical thinking is not yet available. Instead, critical thinking lands in a mushy swamp somewhere between perception and reality; measurable and incomprehensible.

Arriving at a clear definition for critical thinking is tricky. One source describes it as ‘purposeful and reflective judgment about what to believe or what to do in response to observations, experience, verbal or written expressions, or arguments.’ Overlay technology and that’s where things get complex. ‘We can do the same critical-reasoning operations without technology as we can with it – just at different speeds,’ West says.

Moreover, while it’s tempting to view computers, video games, and the internet in a largely good or bad way, the reality is that they may be both, and different technologies, systems, and uses yield entirely different results. For example, a computer game may promote critical thinking or detract from it. Reading on the internet may ratchet up one’s ability to analyze while chasing an endless array of hyperlinks may undercut deeper thought.

Exposure to technology fundamentally changes the way people think, says Greenfield, who recently analyzed more than 50 studies on learning and technology, including research on multitasking and the use of computers, the internet, and video games. As visual media have exploded, noticeable changes have resulted, she notes. ‘Reading enhances thinking and engages the imagination in a way that visual media such as video games and television do not,’ Greenfield explains. ‘It develops imagination, induction, reflection, and critical thinking, as well

as vocabulary.’ However, she has found that visual media actually improve some types of information processing. Unfortunately, ‘most visual media are real-time media that do not allow time for reflection, analysis, or imagination,’ she says. The upshot? Many people – particularly those who are younger – wind up not realizing their intellectual potential.

How society views technology has a great deal to do with how it forms perceptions about critical thinking. And nowhere is the conflict more apparent than at the intersection of video games and cognition. James Paul Gee, a professor of educational psychology and author of *What Video Games Have to Teach Us About Learning and Literacy*, points out that things aren’t always as they appear. ‘There is a strong undercurrent of opinion that video games aren’t healthy for kids,’ he says. ‘The reality is that they are not only a major form of entertainment, they often provide a very good tool for learning.’ In fact, an expanding body of evidence indicates that joysticks can go a long way toward helping children gain better reasoning skills. Games such as *Sim City* and *Civilization* extend beyond rote memorization, and teach decision-making and analytical skills in immersive, virtual environments that resemble the real world, Gee says. Moreover, these games – and some virtual worlds – give participants freedom to explore ideas and concepts that might otherwise be inaccessible or off limits.

It’s certain that in the digital age, critical thinking is a topic that’s garnering greater attention. As reading and math scores decline on standardized tests, many observers argue that it’s time to take a closer look at technology and understand the subtleties of how it affects thinking and analysis.

### **Questions 1–5**

***Do the following statements agree with the information given in the reading passage?***

***Next to questions 1–5 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 People are less interested in literary reading nowadays than they were in the past.

2 Experts have been able to define exactly what impact technology has had on people’s critical thinking skills.

3 It is easy to clarify what exactly is involved in critical thinking.

4 Dealing with hyperlinks in online texts diminishes the reader’s ability to think seriously about the text.

5 There is increasing evidence to suggest that playing video games enhances children’s motor skills among other abilities.

### **Questions 6–10**

***Complete the sentences below. Use ONE WORD ONLY from the passage for each answer.***

6 Adrian West maintains that despite being exposed to much more information, people do not have a greater amount of \_\_\_\_\_.

7 According to Patricia Greenfield, there is an emphasis nowadays on \_\_\_\_\_ rather than concentrating on individual jobs.

8 West feels that using technology affects the \_\_\_\_\_ at which people are able to think critically.

9 Greenfield believes that real-time visual media differ from reading in that they don’t allow people to use their \_\_\_\_\_.

10 James Paul Gee thinks that as well as being useful for \_\_\_\_\_ purposes, computer games are also valuable as an educational tool.

**Listening.** *Listen and complete the summary. Write NO MORE THAN TWO WORDS for each answer.*

Cloe started the psychology course in the (1) \_\_\_\_\_ year. Previously she studied law. She enjoyed studying the (2) \_\_\_\_\_ branch of the subject. The worst thing was having to remember lots of (3) \_\_\_\_\_ and exceptions. She found (4) \_\_\_\_\_ especially technical. She did not enjoy spending her time reading about (5) \_\_\_\_\_ in the library. The part of the psychology course she likes best is experimental psychology, because it involves (6) \_\_\_\_\_ activities.

*You'll hear some students discussing an assignment. Listen and choose the correct letter, A, B, or C.*

7. Mike is concerned about their assignment because A there is too little time. B it's too difficult. C they have not prepared.

8. What aspect of social welfare does their assignment explore? A a survey of the whole subject B a definition of the main terms C a comparison of different approaches

9. Which approach to the assignment does Fiona recommend? A giving a personal view B taking a balanced approach C agreeing with the tutor

10. How long does the assignment have to be? A at least 2,000 words B at least 3,000 words C at least 4,000 words

**Complete the sentences below. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.**

Professor Green's lecture is called (11) \_\_\_\_\_. It takes place in the Becket building at 10 a.m. on (12) \_\_\_\_\_. Complete the table below.

### **Speaking**

*Talk about your study habits and skills. You should say:*

- Where you study
- how you work on your term paper
- how you cope with long lists of required reading and
- explain what you think is necessary to do well at university

### **Writing**

Write an essay on the following topic "What are the advantages and disadvantages of living in a detached house in a suburb of a majority city?"

Write at least 250 words.

## **5. Resources**

### 5.1. Key recommended reading

p/p	Name
	1. Chazal E., McCarter S., (2013), Oxford EAP (Intermediate B2), OUP.

### 5.2. Recommended further reading

p/p	Name
	1. Paterson K., Wedg R. (2013), Oxford Grammar for EAP, OUP.

### 5.3. Software

p/p	Name	Terms for access/downloading
		<i>Microsoft Office Professional Plus 2010 (from HSE University's internal network (agreement))</i> <i>Microsoft Windows 7 Professional RUS (from HSE University's internal network (agreement))</i>

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

p/p	Name	Terms for access/downloading
		<i>MS Teams, Zoom, Webinar.ru (from HSE University's internal network)</i> <a href="https://biblio-online.ru">https://biblio-online.ru</a>

### 5.5. Supplies and technical support for the course:

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

## 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.