Английский язык для специальных целей. Английский для международников–2
Course Syllabus for «English for International Studies–2»

Developer	N.V. Bagrintseva, O.A. Demchenkova, A.S.Tulum
No. of credits	5
Contact hours	80
Independent study (hours)	110
Year of study, degree programme	1st year, 3 - 4 module
Study format	Full-time with the use of on-line / distance learning sources

Abstract

English for International Studies is a course designed for first-year undergraduate students majoring in World Economy and International Relations. The course takes a balanced approach to building students' confidence and skills required to excel in academic study, as well as to use English in the modern globalised world. It combines (1) upgrading student English language and communication skills to the B2+ level according to CEFR (including reading and listening comprehension, written and oral expression, and communicative interaction) and (2) building a strong foundation in the field of International Studies. Content-based language teaching increases student motivation develops more comprehensive knowledge of the world and supports their general educational needs. The multifaceted holistic approach provides students with the tools to better comprehend, explore, and interpret the current trends in global economic, political, and social development. Contemporary topics and issues stimulate students' minds, develop their critical thinking skills, and motivate learners to meaningfully engage with language.

Learning Objectives

1. The course aims at introducing students to topical business and international relations issues and building professional language and communication skills
   ● enriching the academic and subject-specific vocabulary and extending the grammatical range for discussing a variety of topics, such as Business and Finance, International Organisations, Cultural Diversity, Science and Technology, Education, etc.
   ● equipping students with the reading strategies needed for tackling information-rich texts
   ● improving students' writing skills using a scaffolding approach to writing
   ● increasing exposure to natural fluency and pronunciation using various video resources, such as TED Talks
   ● developing skills of target listening and extracting information from various types of texts (lectures, interviews, discussions, etc.)
   ● developing intercultural competence while focusing on the national aspects of cultures, comparing them to their own culture.

Learning Outcomes

– to analyse advantages and disadvantages of a situation; produce a well-structured essay on a wide range of subjects, showing controlled use of organisational patterns, connectors, and cohesive devices; develop an argument with relevant supporting detail

– to develop skills in writing essays

– to develop skills of note-taking

– to develop understanding of specialised complex longer texts*/articles and reports concerned with contemporary problems (CEFR)

– to give a structured talk (monologue): descriptive/informative/reasoning

– to participate in discussions on various topics (active listening, questioning, responding to questions, emphasizing)

– to take part in discussions and give logically structured talks on various professionally oriented issues, providing reasons for their opinions, and expressing themselves fluently and spontaneously without obvious searching for expressions B2+

– to understand a wide range of texts, including technical discussions in the field of International Relations and Business; identify key information in a linguistically complex text; quickly scan long, complex texts for specific information B2+; understand differences and similarities between points of view B2+

– to understand lectures, dialogues and polylogues on both familiar and unfamiliar topics

– to understand specialised complex longer texts*/articles and reports concerned with contemporary problems (CEFR)

– to understand text structure

– to understand the major specialised terms associated with economics, politics and international relations

– to use basic listening techniques (predicting, understanding main ideas and details)

– to use basic reading techniques, skimming & scanning (predicting, understanding main ideas, understanding details)

– to use language flexibly and effectively for academic and professional purposes

Course Contents

1. **Technological advances in communication. Social media use in business and politics. Social media and global role models. Journalism and the media.**
   The aim is to look at how the Internet and the development of social media affect business and politics; to discuss different types of news media and study the related vocabulary; to debate whether global role models are a good or bad phenomenon.

2. **Globalisation: causes and effects. Is globalisation a force for good or evil? The impact of globalisation on developed and developing countries. De-globalisation and the latest trends in global development.**
   The aim is to compare different opinions on globalisation, its causes and positive and negative effects, to focus on the indicators of de-globalisation and discuss how COVID-19 is transforming global development.

3. **1.3. What is a state? Territory, people, and sovereignty. The functions of the state.**
   The aim is to define what a state is, discuss the main characteristics of modern states, get acquainted with the notions of internal and external sovereignty, explore the functions of contemporary states, and debate whether they are effective in addressing the current challenges.

4. **1.4. Types of states. Political regimes. Federal and unitary states.**
The aim is to look at what types of states exist nowadays depending on a political regime installed in a country (democratic, authoritarian, totalitarian) as well as on the form of relations between the central government of a state and its regions (federal and unitary states, the devolution of powers).

5. **1.5. Parliamentary and presidential systems of government. The separation of powers.**
The aim is to discuss the three most common systems of government (parliamentary, presidential, semi-presidential) and the key differences between them, understand how the three main branches of government work in each of the systems, and how the system of checks and balances prevents one institution or person from getting too much power in a state.

6. **1.6. Elections. Voting systems. Political parties and movements.**
The aim is to explore the importance of democratic elections, get acquainted with different voting systems (proportionality, simple plurality, mixed), examine what types of political parties and movements there are, and debate their role in modern democracies.

7. **2.1. Capital. Corporate finance**
The aim is to discuss two major sources of raising funds, which are share capital (equity finance) and loan capital (debt finance), and focus on their advantages and disadvantages.

8. **2.2. Types of securities**
The aim is to consider common stocks, preferred stocks and bonds, discuss their distinctive features and practical value of this knowledge in the real business context.

9. **2.3. Stock basics: Introduction**
The aim is to provide the necessary information that should be considered before buying securities, such as levels of ownership rights, risks and rewards, corporate governance, etc.

10. **2.4. Investment banks**
The aim is to look at the notion, functions and peculiarities of investment banks.

11. **2.5. Securities regulation**
The aim is to give general information about securities regulation in the USA and the role of the Securities and Exchange Commission. Comparison of American and Russian mechanisms of securities regulation.

12. **2.6. Stock market**
The aim is to describe two major types of stock market: over-the-counter market and the organized stock exchanges, give the overview of their functions, and focus on indexes.

13. **2.7. Company organisation. Board of directors: role, structure, executive vs non-executive directors**
The aim is to introduce the main organs of corporate governance: a shareholders' meeting and a board of directors, to outline their functions, to contrast executive and non-executive directors and focus on their roles in the management of the company.

14. **2.8. Annual shareholders' meeting: role, structure, types of voting**
The aim is to get to know the operation of the primary organ in a corporation - the annual

shareholders' meeting; examine the process of voting and types of voting; introduce the notions of a nominee shareholder and a beneficial owner

16. **2.9. Levels of management in a corporation**
    The aim is to outline the roles and responsibilities of three main levels of management in a company: top, middle and first-line.

17. **2.10. Areas of management: marketing, human resource, operations. Types of managers: administrative, public relations managers, research and development managers**
    The aim is to describe different departments in a company, outlining roles, importance and main duties of the managers in each one.

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** (30%)

Period of FA: 10 days prior to the fourth module's session. The release of examination papers: during the session.

The interim exam lasts 70 minutes. 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 score for *Reading* is 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%.

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. Max. 10 points. 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 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 presents an example for each argument;
0 points – the student does not present any example for an argument.

Reading Test Sample

Task: Read the text. Do the following statements agree with the information given in the reading passage? 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. Maximum 10 points (1 point for every correct answer). Text size: 2,500-3,000 words. Duration of the Reading part of the exam: no more than 20 minutes.

Essay Writing Write about the following topic: An increasing number of people are buying what they need online. What are the advantages and disadvantages for both individuals and companies to shopping online? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Note

The final written assessment is conducted offline OR using MsTeams. 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** (25%)

● Summary

● Vocabulary and Grammar Practice Criteria: 100-96% of fully completed tasks = 10; 95-91% of fully completed tasks = 9; 90-86% of fully completed tasks = 8; 85-78% of fully completed tasks = 7; 77-71% of fully completed tasks = 6; 70-61% of fully completed tasks = 5; 60-51% of fully completed tasks = 4; 50-36% of fully completed tasks = 3; 35-21% of fully completed tasks = 2; 20-1% of fully completed tasks = 1; A fully completed task means

that an assigned task meets the deadline and all the requirements.

SUMMARY ASSESSMENT CRITERIA (max 10 points)

Recommended word count – 150

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task: writes a summary which covers all the key points, clearly focuses on the main idea/problem of the text, includes crucial supporting information, all the main points are summarised; the main points are effectively paraphrased; the reader has been fully informed about the content and the purpose of the original source;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the student writes a summary which covers most of the key points; little supporting information is provided; all the main points are summarised; the student presents relevant main ideas but some may be inadequately developed/unclear (the author's ideas are partially reflected); sufficiently paraphrases the main points;

1 point – the student responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate: the student writes a summary which covers very few key points; the supporting information is incomplete; a personal opinion is included; the main points are inadequately paraphrased; the student uses some words from the text to express the main idea;

0 points – the student does not adequately address any part of the task: there is no supporting information, and/or the author's ideas are not reflected; the student repeats the word combinations from the text to express the ideas; a personal opinion is included; not all the main points are summarised.

Coherence and Cohesion (max 2 points)

2 points – the student writes a clearly structured summary (an author, title, date, purpose and main points are mentioned) on a given text, uses a variety of linking devices which connect the ideas appropriately, uses paragraphing sufficiently; the ideas are logically organised; the student relays the information;

1 point – the student writes a poorly structured summary (one of the features is missing: an author, title, date, purpose), uses a limited number of linking devices, does not use paragraphing sufficiently; the ideas are not always logically organised; cohesive devices are inadequate and/or repetitive; the student analyses the information;

0 points – the student does not organise information and ideas logically (more than one of the features is missing / incorrectly used: an author, title, date, purpose and main points), fails to use linking devices appropriately or repeats them; cohesive devices do not indicate a logical relationship between the ideas.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of vocabulary (the original expressions are paraphrased 80 - 100%) including some advanced lexical items, uses synonyms, changes the word class and the word order; there may be one inaccuracy in spelling, word formation or word choice;

1 point – the student uses a sufficient range of vocabulary (the original expressions are paraphrased 50 – 80 %), but may make 1 mistake in spelling, word formation or word choice;

0 points - the student only uses basic vocabulary, with very limited control of spelling, word formation or word choice, errors are numerous and impede understanding, and the original expressions are copied from the text (< 50%).

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a wide range of grammar structures without mistakes;

1 point – the student uses a variety of grammar structures but may make 1 mistake;

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

Level/track specific criteria (max 1 point)

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

Comments

Independent work includes activities that students do at home using the SMART LMS system. The elements of independent work cannot be retaken.

– **ORAL ASSESSMENT** (20%)
  ● Structured talks on a given topic (monologue)

  ● Discussion Sample Task

Talk about shares and shareholders. You should consider:

○ the types of shares

○ the rights of shareholders

○ the dividends and say which type of securities you would prefer to buy. Give reasons.

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.

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.

Комментарий

Structured talks (monologues) cannot be retaken.

– **WRITTEN ASSESSMENT** (25%)

- ● Reading Tests
- ● Listening Tests
- ● Vocabulary Tests
- ● Grammar Tests
● Advantages and Disadvantages Essays

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

Reading Test Sample Task: Read the text. Do the following statements agree with the information given in the reading passage? 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 Max. 10 points

Listening Test Sample Task: Listen to the recording and choose the correct answer: One reason why John felt happy about the marketing presentation was that a) he was not nervous. b) his style was good. c) the presentation was the best in the group. Max. 10 points

Vocabulary Test Sample Task: Complete the sentences by putting one word in each gap: The first time I spoke in public I completely ... out ... things to say in the first 60 seconds – I was supposed to talk for 10 minutes! (Answer: ran out of) Max. 10 points

Grammar Test Sample Task: Choose the correct form of the verbs in brackets: I ... (give) a presentation on English customs and traditions next week, but I ... (not collect) enough material yet.

- ● will give, haven't collected
- ● am giving, didn't collect
- ● am giving, haven't collected
- ● give, didn't collect
Max. 10 points

Reading, Listening, Vocabulary, and Grammar Tests are assessed as follows: 100-96% of fully completed tasks = 10; 95-91% of fully completed tasks = 9; 90-86% of fully completed tasks = 8; 85-78% of fully completed tasks = 7; 77-71% of fully completed tasks = 6; 70-61% of fully completed tasks = 5; 60-51% of fully completed tasks = 4; 50-36% of fully completed tasks = 3; 35-21% of fully completed tasks = 2; 20-1% of fully completed tasks = 1; 0% - 0.

Essay Sample Task. You should spend about 40 minutes on the task. Write about the following topic: An increasing number of people are buying what they need online. What are the advantages and disadvantages for both individuals and companies to shopping online? Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write at least 250 words.

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: 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 presents an example for each argument;
0 points – the student does not present any example for an argument.

Note

Tests and essays must be submitted before the set deadline and cannot be retaken.

% Interim assessment (4 module)

0.300 Final assessment

0.250 Independent work assessment

0.250 Written assessment

0.200 Oral assessment

Note

Only overall grade is rounded.

Resources

Key recommended reading

Foundations of comparative politics : democracies of the modern world, Newton, K., Deth van, J. W., ISBN: 978-0-521-13679-2, 2010

New language leader: advanced : coursebook, Cotton, D., ISBN: 9781447961437, 2015

New language leader: upper intermediate : coursebook, Cotton, D., Falvey, D., ISBN: 9781447961550, 2016

Newton, K., & Deth, J. W. van. (2010). Foundations of Comparative Politics : Democracies of the Modern World: Vol. 2nd ed. Cambridge eText.

Якушева И. В., Демченкова О. А. - ДЕЛОВОЙ АНГЛИЙСКИЙ ЯЗЫК.

INTRODUCTION INTO PROFESSIONAL ENGLISH 3-е изд., испр. и доп. Учебник и практикум для академического бакалавриата - М.:Издательство Юрайт - 2018 - 148с. - ISBN: 978-5-534-07026-2 - Текст электронный // ЭБС ЮРАЙТ - URL: https://urait.ru/book/delovoy-angliyskiy-yazyk-introduction-into-professional-english-426472

Recommended further reading

English for business studies : a course for business studies and economics students: student's book, MacKenzie, I., ISBN: 978-0-521-74341-9, 2012

Expert IELTS 7.5 : coursebook, Aish, F., Bell, J., ISBN: 9781292125114, 2017

Mindset for IELTS : student's book 3: an official Cambridge IELTS course, , ISBN: 9781316649268, 2018

Upstream. Advanced C1 : Student's book, Evans, V., Edwards, L., ISBN: 978-1-84466-150-3, 2010

Special Equipment and Software Support (if required)

For classroom instruction, Internet access (Wi-Fi), a computer, a data projector, a screen, and a whiteboard and a flip-chart are required.

Software:

– Microsoft Office Professional Plus 2010 / from HSE University's internal network
– Microsoft Windows 7 Professional RUS / from HSE University's internal network

E-resources:
– Microsoft Teams / Zoom
– LMS (from HSE University's internal network)
– Oxford English Dictionary Online

Web Resources:

– Consultant Plus
  Legal reference system, containing a complete database of legal information and brand-updated explanations

– Garant system
  Reference legal system on the legislation of the Russian Federation

Organization of Studies for Persons with Limited Mobility and Disabilities

If necessary, learners with limited mobility or a disability (as per his/her application), 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; hard copy documents with the use of Braille; individual consultation with a facilitated communicator; individual assignments;

-for persons with hearing impairments: in hard copy; e-documents; video materials with subtitles; individual consultation; individual assignments and mentoring;

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