

Английский язык для специальных целей. Филология– 2
Course Syllabus for «English for Philologists – 2»

Approved by the Council of
SoFL

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

Abstract

The discipline refers to the variable educational tracks offered to students of the BA and MA degree curricula while mastering the optional course of English in accordance with the Concept of developing English-speaking communicative competence of students of Higher School of Economics — National Research University <https://www.hse.ru/docs/381549301.html>. The goal of this course is to help Philology programme students master a range of linguistic and text analysis skills. Students will be introduced to the close reading technique as well as basic linguistic concepts and literary theory in English. The course is structured as a propaedeutic step necessary for students taking “Critical thinking and text analysis in English” during their second year in the BA programme. Students will read and comment upon 16-20th c. texts of various difficulty levels. At the end of the semester students are supposed to present individual and group projects on text analysis.

Learning Objectives

1. To introduce students to the basic principles of working with English prose texts of various kinds, including both literary sources and secondary literature.
2. To prepare students for further academic activities in English as part of their HSE bachelor’s programme (i.e., Critical Thinking and Academic Writing course and other disciplines in English, MOOCs, etc.) and in a wider English-speaking academic environment.
3. To improve critical reading skills, enabling students to analyse different writing strategies.

Learning Outcomes

- Students are able to produce their own written commentary to the given literary text, using the basic principles of English academic writing; have a good command of written and

spoken English language corresponding to the level B2-C1, i.e., know and use effectively a variety of grammar structures and vocabulary, spell words correctly; identify and use professional vocabulary. Text genres available for the student: Summary; Essay (opinion, discussion); E-mail (business correspondence); CV.

- Students find and analyze academic texts to assess their relevance to their own research; articulate and assess the author’s thesis, purposes, audiences, writing strategies, contexts, bias, and credibility. Students can follow academic lectures and debates. Listening skills: Understanding dialogues and polylogues on both familiar and unfamiliar topics; Understanding lectures; Using basic listening techniques (predicting, understanding main ideas and details); Note-taking.
- Students prepare their own text analysis and orally present its summary in a clear way. Speaking skills: Dialogue on general topics (active listening, questioning, responding to questions, emphasizing); Monologue: descriptive/informative/reasoning.
- Students read English literary texts from different periods (16th-20th c.); use different types of dictionaries and grammars; know the difference between various types of critical editions. The additional results are: 1) Understanding specialised complex longer texts/articles and reports concerned with contemporary problems (CEFR); 2) Understanding text structure; 3) Using basic reading techniques, skimming & scanning (predicting, understanding main ideas, understanding details).
- Students use electronic databases (i.e. JSTOR, ProQuest, Google Scholar, etc.) to shape the research bibliography.

Course Contents

1. An Introduction to Critical Reading of English Literature (16th-20th c.)
2. Basic Concepts of Text Analysis
3. Talking about Different Opinions: Reading Secondary Literature
4. Finding Academic Texts: An Introduction to Research Databases
5. Presenting Ideas: Final Projects

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

For the final project students choose one English literary text and prepare an analysis, using any academic point of view. The analysis should be presented at one of the classes in the form of oral presentation that should include an introduction, a research question and hypothesis, arguments and examples from the text, conclusions, and research bibliography (not less than 3-5 positions). Moreover, the final test is held in class within 10 days before the exam period online on Zoom or MS Teams platforms.

The exam consists of two parts: *Project* and *Writing*, 40% and 60% respectively in the total mark for the exam.

Grading formula: $\text{Project} \times 0,4 + \text{Essay} \times 0,6 = 10$

Grading scale: 10 = 100 - 96%, 9 = 95 - 91%, 8 = 90 - 86%, 7 = 85 - 78%, 6 = 77 - 71%, 5 = 70 - 61%, 4 = 60 - 51%, 3 = 50 - 36%, 2 = 35 - 21%, 1 = 20 - 1 %, 0 = 0%. 0 points in case of cheating.

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

Retaking exams: till the 15th of October 2022.

Time limit: 70 minutes online/offline.

Comments to the tasks:

1. Project
2. Writing

Max. 10 points. Students should write a 250-word essay on the topic connected with one of the issues from the text. Students have 50 minutes to complete the writing part.

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.

– INDEPENDENT WORK ASSESSMENT

Glossaries, translations, short grammar tasks

Example: Based on Vendler's text, write a glossary of terms related to your academic field. The guidelines are as follows: a) In the article, choose ten collocations (mind you, they are supposed to be collocations rather than single words!) and write them down. Choose those collocations that might enrich your own academic vocabulary! b) For each collocation write down its translation into Russian (it does not have to be a good one,

just accurate and understandable), its context from the article (one sentence), and a sentence of your own. >>> SAMPLE ENTRY apparent parallelism «ЯВНЫЙ ПАРАЛЛЕЛИЗМ» “This is possible because of the vaguely equivalent meanings of the apparent parallelism of ...” >>> It is easy to notice the apparent parallelism between grammatical and metaphorical structures in the poem.

Assessment Scale

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

– ORAL ASSESSMENT

During the 3d module each student should make one presentation on any academic topic connected to the book discussed in the seminar. During the 4th module students are doing short presentations about the book they are analysing for the final project.

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.

Example: Discuss two given interpretations of the fragment and express your own opinion based on the text analysis. Use examples from the text.

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 misbalance of graphic and verbal information;

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

Example: Read the article and summarise the main ideas in the oral presentation. Example: GREENBLATT, STEPHEN. “Hamlet in Purgatory.” Subjectivity: Ethnographic Investigations, edited by JOÃO BIEHL et al., 1st ed., University of California Press, 2007, pp. 128–154. JSTOR, www.jstor.org/stable/10.1525/j.ctt1pnpkw.12. Accessed 28 Dec. 2020.

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.

– WRITTEN ASSESSMENT

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.

Example: Discuss two given interpretations of the fragment and express your own opinion based on the text analysis. Use examples from the text.

% Interim assessment (4 module)

Only overall grade is rounded.

0.300 Final assessment

0.250 Independent work assessment

0.250 Written assessment

0.200 Oral assessment

Resources

Key recommended reading

A manual for writers of research papers, theses, and dissertations : Chicago style for students and researchers, Turabian, K. L., Booth, W. C., ISBN: 978-0-226-82336-2, 2007

Academic writing : a handbook for international students, Bailey, S., ISBN: 0-415-38420-6, 2008

Giving presentations, Billingham, J., ISBN: 0-19-860681-8, 2003

Presentation skills for students, Emden van, J., Becker, L., ISBN: 1-403-91346-3, 2004

The Norton anthology of English literature. Vol.1: ., Greenblatt, S., ISBN: 0-393-92531-5, 2006

The Norton anthology of English literature. Vol.2: ., Greenblatt, S., ISBN: 0-393-92532-3, 2006

World like puzzle : academic reading skills: student's book, Anokhina-Kapustina, L., ISBN: 978-5-9822766-1-2, 2010

Recommended further reading

Academic writing : from paragraph to essay, Zemach, D. E., Rumisek, L. A., ISBN: 978-1-405-08606-6, 2005

English for academic study: Reading : course book, Slaght, J., Harben, P., ISBN: 1-85964-836-3, 2006

Presenting in English : how to give successful presentations, Powell, M., ISBN: 1-89939-630-6, 2002

Research methods, McNeill, P., Chapman, S., ISBN: 0-415-34076-4, 2005

Types of classrooms:

Lecture / seminar classroom

Equipment of the classroom:

- a set of demonstration equipment: personal computer / laptop, a multimedia projector with audio/video, a projection screen, an interactive whiteboard, a video panel, and other means of demonstrating educational content. It is allowed to use a portable set of demonstration equipment for conducting classes.
- availability of wireless Internet access via Wi-Fi network.

Online platforms for distance learning / communication:

- Smart LMS;
- Microsoft Teams.

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

Organization of Studies for Persons with Limited Mobility and Disabilities

If necessary, learners with limited mobility or a disability (as per his/her application), as well as per his/her individual rehabilitation programme, may be offered the following options for receiving learning information with due consideration of his/her individual psycho-physical needs (e.g., via eLearning studies or distance technologies):

- *for persons with impaired vision*: enhanced fonts in hard copy documents; e-documents; audio files (transfer of study materials to an audio-format); hard copy documents with the use of Braille; individual consultation with a facilitated communicator; individual assignments and mentoring;

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

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