

Course Descriptor

Title of the course	English Language, Professional Terms and Basics of Translation and Writing of Scientific Texts				
Title of the Academic Program	Master's program Modern Social Analysis				
Type of the course	Elective				
Prerequisites	English proficiency level B1-B2.				
ECTS workload	4				
Total indicative study hours	Directed Study	Directed Study	Directed Study		
	52	100	152		
Course Overview	This course aims to teach students key principles of reading, writing, and translating research papers in English, as well as to improve their overall level of academic English, so that they can successfully communicate in academic and professional settings internationally.				
Intended Learning Outcomes (ILO)	At the end of the course a successful student will be able to identify and describe key patterns, text structures, and vocabulary resources used in academic writing and presentation, to assess various writing styles and read research papers critically, to implement this knowledge in reporting their own research findings and writing research papers, and to communicate effectively and efficiently in academic environment internationally.				
Teaching and Learning Methods	<ul style="list-style-type: none"> - Key principles of academic writing - Reading, analyzing and writing critiques of research articles - Writing academic essays and research articles - Vocabulary and grammar Various general discussion topics (health, behavior, change, communication)				
Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1.	Choice and Implications	12		4	8
2.	Risk and Hazards	12		4	8
3.	Lecture skills A	8		3	5
4.	Language and Communication	12		4	8
5.	Difference and Diversity	12		4	8
6.	Lecture skills B	8		3	5
7.	The World We Live In	12		4	8
8.	Behaving the way we do	12		4	8
9.	Lecture skills C	8		3	5
10.	Bringing about change	12		4	8
11.	Work and equality	12		4	8

12.	Lecture skills D	8		3	5
13.	Controversies	12		4	8
14.	Health	12		4	8
Total study hours		152		52	100
Indicative Assessment Methods and Strategy		Overall course grade is a sum of weighted grades for home and class assignments and the exam grade. Home assignments are written assignments of various types (essay, glossary of terms, reaction paper, research paper introduction).			
Readings / Indicative Learning Resources		<p>Mandatory:</p> <ul style="list-style-type: none"> • Kuzmenkova Yu. B., Zhavoronkova A. R. Angliiskii yazyk dlya sotsiologov (a2). English for Social Studies. YURAIT, 2019 • Strongman, Luke. Academic Writing/. - Cambridge Scholars Publishing, 2013 • Cotton, D. (2015). New Language Leader Advanced. Coursebook. Pearson Education Limited. • Black, M. (2012). Objective IELTS. Student's book: Advanced. Cambridge: Cambridge University Press, 2012 <p>Optional:</p> <ul style="list-style-type: none"> • McCarthy, M. (2010). Academic vocabulary in use. Cambridge : Cambridge University Press. • Murray, Rowena and Moore, Sarah (2007). The Handbook of Academic Writing: A Fresh Approach. Open University Press. • Sawaki, Tomoko. (2016). Analyzing Structure in Academic Writing. Palgrave Macmillan. 			
Indicative Self- Study Strategies		Type	+/-	Hours	
		Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	45	
		Assignments for seminars / tutorials / labs	+	40	
		E-learning / distance learning (MOOC / LMS)	+	10	
		Fieldwork	-		
		Project work	-		
		Other (please specify)			
		Preparation for the exam	+	5	
Academic Support for the Course		Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials			
Facilities, Equipment and Software		Possible use of the following equipment: computer and audio speakers, projector, screen, board, sound-producing equipment.			
Course Instructor		Evgeni N. Molodychenko, Associate Professor			

Intended Learning Outcomes (ILO) Delivering

Programme ILO(s)	Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
LO6	The student can analyze, verify, and assess whether the information obtained is exhaustive and, if necessary, is ready to fill the gaps on their own	Problem-solving tasks, in-class group work, tutorials	Homework assignments, in-class group assignments
LO7	The student can initiate and control multilateral communication	Problem-solving tasks, in-class group work, tutorials	Homework assignments, in-class group assignments
LO8	The student can engage in professional activities, including academic and research-related, internationally	Problem-solving tasks, in-class group work, tutorials	Homework assignments, in-class group assignments

Annex 1. Course Content

Hours	Topic	Reading	Listening and Speaking	Writing	Self-Study
4	(1) Choice and Implications	Research texts for essays Identifying the sequence of ideas Understanding Implicit Meanings Inferring the meaning of words Vocabulary building: adjectives	Introducing your presentation Clarifying key terms	Understanding how essay types are organized Drafting the introduction to an essay Language for writing: common knowledge	Avoiding repetition Word families Verb-noun collocations Writing an essay introduction
4	(2) Risk and Hazards	Selecting and prioritizing what you read Thinking about what you already know Vocabulary building Retelling what you have read	Preparing slides for presentations Choosing the right type of chart for slides Presenting charts	Using claims to plan essays Supporting claims with evidence	Grammar and vocabulary Drafting a simple paragraph (claim-evidence)
3	Lecture skills A	Lecturing Styles Revising basic information	Understanding lecture aims Understanding outlines Identifying main and secondary points		Organizing notes
4	(3) Language and Communication	Predicting content of a text Reading for detail Scanning for information Understanding implicit meanings Vocabulary building Thinking about ways of taking notes	Making suggestions in group work	Referring to other people's work Using in-text references Language for writing: reporting verbs	Grammar and vocabulary Writing a simple paragraph summarizing other people's works.
4	(4) Difference	Thinking about what you already	Working with colleagues:	Language for writing: reporting	Grammar and vocabulary

	and Diversity	know Reading in detail Taking notes Vocabulary building Collecting information for an essay Taking notes for essay writing	generating ideas and reporting	verbs, comparing and contrasting Reporting what you read	Linking parts of a text: conjunctions and sentence connectors Writing a paragraph to practice references
3	Lecture skills B	Using preparation strategies Making predictions during a lecture	Making predictions during a lecture Identifying topic change Following an argument Taking notes		Grammar and vocabulary
4	(5) The World We Live In	Recognizing plagiarism Getting Started Identifying the main ideas in a text Summarizing what you have read Vocabulary building	Reaching a consensus in group work	Using paraphrases Including quotations in your writing	Grammar and vocabulary Articles Complex prepositions Redraft the paragraph written before
4	(6) Behaving the way we do	Organizing information for an essay Taking notes Vocabulary building	Referring backwards and forwards in presentations	Writing conclusions in essays Language for writing: hedging Giving references	Grammar and vocabulary Finalizing the essay First Home Assignment is due!
3	Lecture skills C	Thinking about the purposes of lectures	Understanding evaluations Understanding lists		Listening and note-taking Rendering an article
4	(7) Bringing about change	Reading critically Finding information and taking notes Vocabulary in context Retelling what you have read	Concluding your presentation	Using an academic style	Grammar and vocabulary Finalizing the essay Second Home Assignment is due
4	(8) Work and equality	Understanding figures and tables	Taking part in tutorials and joining in	Looking at the structure and content of reports	Grammar and vocabulary

		Understanding the significance of references Vocabulary in context	discussions	Language for writing	
3	Lecture skills D	Building basic information	Understanding the relationship between parts of the lecture Understanding description of processes		Listening for a lecture summary Comparing notes
4	(9) Controversies	Understanding the writer's opinion Identifying main ideas and supporting information Recognizing general nouns Understanding hedges Vocabulary building	Tutorials: asking for and giving more information	Describing information in figures and tables Language for writing Writing practice	Grammar and vocabulary
4	(10) Health	Reading for evidence Preparing for essay writing Vocabulary in context Understanding connections in texts Developing hedging skills	Summarizing what has been said Evaluating visual aids	Contrasting information Expressing disagreement Writing practice	Grammar and vocabulary Listening and note-taking

Annex 2. Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test	*	*		
	Essay		*		
	Report/Presentation	*	*		
	Project				
	In-class Participation	*	*		
	Paragraph	*	*		
	Annotated bibliography		*		
Interim Assessment (if required)	Assignment (e.g. written assignment)				
Summative Assessment	Exam		*		

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-2)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Written Assignments (Essay, Test/Quiz, Written Exam, etc.)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.