

Английский язык для специальных целей. Социальные науки – 3
English for specific purposes. Social studies -3

Approved by the Academic
Council of SoFL

Developer	A.R. Zhavoronkova, V.A. Rudakovskaya
No. of credits	3
Contact hours	52
Independent study (hours)	62
Year of study, degree programme	The second year of study, 1–3 modules
Study format	Full-time

Abstract

Today knowledge of the English language has become an essential key for future researchers to gain access and participate in the contemporary world of scientific discourse. Most articles dedicated to the topics which form the basis of Social sciences are written in English; most conferences, panel discussions, forums are held in this language. The aim of the course - English for Specific purposes - Social Studies 3 - is to teach students how to master the English language for use in further educational and professional spheres by drawing on multiple topics connected with sociology, political science, psychology and other related fields; consequently, providing the students with a tool for self-enlightenment. The discipline English for Social Studies, Year II, is dedicated to developing cognitive skills using authentic materials as resources in the classroom, engaging students in discussions, and independent work in the form of projects and presentations. The course has an aim to enhance critical thinking and to foster socio-cultural awareness in the range of the indicated level of communicative competence. Thus, brushing up the oral and written skills, necessary for further education in the Bachelor's, Master's and research activities in a given area. For the successful completion of the course the students are required to have at least a B2 level of English (CEFR).

Learning Objectives

The aim of the course is:

- to form the skill and abilities of academic and professional communication, by developing oral and written skills, necessary for further education in bachelor's, master's and research activities in a given area;

- to form a large pool of active vocabulary and terminological knowledge in the specified area in the target language;

- to develop cognitive skills using authentic material as resources in classroom and independent work;
- to develop the ability to understand and analyze data, and work with sufficient amounts of information in a foreign language;
- to form socio-cultural awareness in the range of the indicated level of communicative competence.

Learning Outcomes

- Reading: will develop an understanding of specialized complex longer texts*/articles and reports concerned with contemporary problems (CEFR)• will form an understanding of text structure • will develop skills of using basic reading techniques skimming and scanning (predicting, understanding main ideas, understanding details)*can use a dictionary occasionally to confirm his/her interpretation of terminology
- Listening: will develop understanding dialogues and polylogues on both familiar and unfamiliar topics; lectures and academic/ professional presentations which are linguistically complex • will develop skills of using basic listening techniques (predicting, understanding main ideas and details); allowing extended speech and complex lines of arguments • will form skills of note-taking
- Writing: (can write clear, well-structured texts on a variety of subjects expanding points of view, developing arguments, synthesizing and evaluating information, can evaluate different ideas or solutions to a problem): Summary Essay: opinion, discussion Report\ a critical review; CV
- Speaking: will improve strategies of a dialogue on general, academic and professional topics (active listening, questioning, responding to questions, emphasizing, discussion strategies); Debates (debate on abstract, complex topics) and Monologue: descriptive/informative/reasoning Presentation (can give reasons in support or against a particular point of view, give the advantages and disadvantages of various opinions).

The student

- will have the competence to produce and present a result of/ report on their quasi-scientific inquiry conducted in English
- will advance in their socio-linguistic and discourse competence
- will be able to work effectively with authentic materials written in English or audible ones
- will have the skill to find, select and give a brief analysis of the useful data, and present a fully developed argumentation- oral (discussions\reports) and written
- The student
 - will raise awareness of the context meaning of words and synonyms from the academic word list/the specifics of terminology used in the given area
 - will be able to work effectively with authentic materials written in English or audible ones
 - will have the skill to find, select and give a brief analysis of the useful data, and present a fully developed argumentation- oral (discussions\reports) and written
- The study activities
 - will benefit students in a number of ways
 - (the students) will enhance their language and communicative skills and will obtain additional sophisticated knowledge in the sphere of social science

Course Contents

1. Course Content The course lasts 3 modules and contains 3 core blocks:

1. Marriage and Family: new world- new forms:

a) Distinction between the notions of family and marriage; forms of marriage and family

b) acquaintance with family routines and family rituals;

c) traditional family; the decline of the traditional family; change in gender roles;

d) Intermarriage

Topics for discussion: role and significance of family and marriage institution, sociology and political science- similarities and distinctions, issues and problems within the fields of study. Typology of marriage and family, based on different criteria. Advantages and disadvantages of gender role transformation. Psychological aspects. Same-sex families.

Practice: working with active vocabulary- context meaning of words and synonyms from the academic word list; outlining useful terminology; summarizing and compressing information; discussing and writing a critical review.

2. Deviance:

a) Abnormal behaviour; the 4 Ds of Abnormal behaviour;

b) Norm and deviance;

c) Causes of deviant behavior based on different theories and from various perspectives;

d) Deviant behavior choices;

e) Violence.

Topics for discussion: norm and deviance- similarities and distinctions across different cultures; norms and violation - issues and problems, the origin of deviant behavior; capital punishment – pros and cons; efficiency of rehabilitation programmes; possibility of reducing or eliminating deviant behavior; significance and limitations of norms in controlling and regulating people/s behaviour.

Practice: working with active vocabulary- context meaning of words and synonyms from the academic word list; outlining useful terminology; compressing information; formulating the problem; providing arguments. Introducing criteria for a reflection paper and/or essay writing. Introducing the criteria for assessment of a scientific presentation.

Discussio

3. Collective Behaviour and Conflicts:

a) Collective Behaviour; Crowd, Public and Mass;

b) Myths of Crowd Psychology;

c) The Why and How of Crowd Behaviours;

d) Theories on Crowd Behaviours; Types of Crowds;

e) Resource Mobilization and Collective Action; Social movements

f) Conflict Theory; Basic Sources of Conflict;

g) Internal and External Conflict.

Topics for discussion: the essence of collective behavior; controlling collective behaviour - issues and problems; practical significance of collective behavior studies from different angles and perspectives; social and emotional contagion; the phenomenon of flash-mobs; the origin of conflicts; eliminating conflicts – problems and issues.

Practice: discussion; working with active vocabulary- context meaning of words and synonyms from the academic word list; outlining useful terminology; compressing information; working on essay writing: formulating the problem; providing arguments.

Reflection paper/Essay writing practice.

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

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

The release of examination papers: during the session.

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

Retaking exams: till the 15th of October 2022.

Time limit: 80 minutes online/offline.

Tasks complexity: B2.

Exam structure:

1.	<i>Listening (L)</i>	Listen to the text and complete the tasks	max. 10 points
2.	<i>Reading (R)</i>	Read the text and complete the tasks 1-	max. 10 points

3.	<i>Writing (W)</i>	Write a review/report.	review assessment criteria/ report assessment criteria
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Grading formula: $L*0,3+R*0,3 +W*0,4 = 10$

Note

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

The exam is conducted in written form online with proctoring.

Taking a break during the Exam is not allowed.

To take the exam, a student should:

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

The student provides the necessary conditions for the exam:

- sufficient level of illumination;
- low noise level;
- absence of interference with video and audio signal transmission;
- a fully operational webcam (including built-in laptop cameras);
- a fully operational microphone (including built-in laptop cameras);
- a permanent and stable Internet connection with a data transfer rate of at least 5 Mbps.

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

- turn off the webcam and microphone; reduce its level of sensitivity to sound;
- use auto-correct functions, notes, textbooks, other educational materials;
- leave the desk area during the Exam (leave the visibility zone of the webcam);
- use headphones, headsets for any other reason than to complete the Listening section of the exam;
- use “smart” gadgets (smartphone, tablet, etc.);
- involve another person to help with the Exam, talk with another person during the Exam;
- read tasks out loud.

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

Note:

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

for the end of exam for the particular student (student's removal from the examination room, disconnection from the videoconference, etc.) with a subsequent "0" grade in the examination grade column.

REPORT ASSESSMENT CRITERIA (max 10 points)

Recommended word count 150 – 200

Task Response (max 3 points)

3 points – the student fully addresses all parts of the task: presents a fully developed position in answer to the question with relevant, fully extended and well supported arguments; writes an introduction which clarifies the aim and the subject of the report, uses suitable headings for each of the paragraphs, describes what was discovered, analysed, compared or generalised, how the information was obtained, gives facts and findings, a logical conclusion including results and recommendations/predictions;

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; writes a relevant introduction, conclusion and recommendations, uses headings for the paragraphs; a final paragraph sums up the report appropriately;

1 point – the student responds to the task only in a minimal way or the answer is tangential: writes an introduction, does not use headings for the paragraphs, does not include analysis, writes an unwarranted conclusion and recommendations; presents a position but it is unclear; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported;

0 points – the student does not adequately address any part of the task: does not write an introduction and/or conclusion, does not use headings for the paragraphs, presents only the personal opinion based on unproved assertion.

Coherence and Cohesion (max 2 points)

2 points – the student writes a clearly structured, descriptive and evaluating report, uses a variety of linking devices appropriately, organises information and ideas logically, uses paragraphing sufficiently;

1 point – the student writes an overview paragraph, uses a limited number of linking devices, does not use paragraphing sufficiently;

0 points – the student does not write an overview paragraph or writes an irrelevant introduction, does not organise information and ideas logically, fails to use linking devices appropriately.

Lexical Resource and Register (max 2 points)

2 points – the student uses a wide range of vocabulary without repetitions, lexical and spelling mistakes, the report is written in an impersonal style and the appropriate register;

1 point – the student uses a limited range of vocabulary, fails to use active vocabulary items, makes 1 lexical or spelling mistake, the student uses the appropriate register;

0 points – the student uses a basic vocabulary, makes 2 or more lexical / spelling mistakes, the student uses an inappropriate register.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a variety of complex grammar structures and passive structures without grammar mistakes;

1 point – the student uses basic grammar structures and makes 1 grammar mistake;

0 points – the student makes numerous grammar mistakes which impede understanding.

Level/track specific criteria (max 1 point)

1 point – All content is relevant to the task and the target; a reader is on the whole informed.
0 points – The student does not make a relevant choice and does not justify the decision with evidence.

REVIEW ASSESSMENT CRITERIA (max 10 points)

Recommended word count – 250-300

Task Response (max 3 points)

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

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

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

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

Coherence and Cohesion (max 2 points)

2 points – the student writes a clearly structured objective review on the item, uses a variety of linking devices which connect the ideas appropriately, organises information in a logical order, uses paragraphing sufficiently;

1 point – the student writes a poorly structured review, uses a limited number of linking devices, does not use paragraphing sufficiently;

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

Lexical Resource and Register (max 2 points)

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

1 point – the student uses a limited range of vocabulary, fails to use active vocabulary items, makes 2 lexical or spelling mistakes, the student uses the appropriate register;

0 points – the student uses basic vocabulary, makes 3 or more lexical / spelling mistakes, the student uses an inappropriate register.

Grammatical Range and Accuracy (max 2 points)

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

Punctuation (max 1 point)

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

- Independent work assessment

Independent work assessment - 10% LMS+15% Presentations / if no LMS is available then the assessment should be based on the quality of the research conducted to prepare a presentation (25%)

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

Additional: LMS Assessment criteria- the tasks in the LMS are assessed according to the following:

Band score = % of work completed according to the requirements: 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% plagiarism; or no work handed in or the student was absent .

For reading and Listening tests - the answers given should have correct spelling.

Presentations are individually prepared project on a given topic.

- Oral Assessment

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.

in-class oral activity

10-point grading scale

Grade	10	9	8	7	6	5	4	3	2	1	0
% fully completed tasks at home/in the classroom/online work	100 - 96%	95 - 91%	90 - 86%	85 - 78%	77 - 71%	70 - 61%	60 - 51%	50 - 36%	35 - 21%	20 - 1 %	0%

Content of the answer assessment

10 The answers given are explicitly cleared, logical and fully expanded. The knowledge demonstrated goes beyond the scope of material covered. Actively participates in a discussion, gives valid comments on the colleagues' answers. Shows excellent command of terminology by applying the knowledge to extend the answer. The lexical units are used with variety, with minor slips. Has completed the task on synonyms, has mastered stylistic peculiarities to have full capacity to apply these units. Phonetic, grammar and stylistic mistakes are absent.

8-9 The answers given are explicit and fully expanded. The answer is mostly logical. Actively participates in a discussion, comments on the colleagues' answers. Shows good command of terminology. The lexical units are used with variety, with minor slips. Has completed the task on synonyms, understands stylistic peculiarities and \or has full capacity to apply these units. Phonetic, grammar and stylistic mistakes are absent.

6-7 The answers given are correct and\or adequately expanded, however there has been a minor shift to irrelevant information. The answer is mostly logical. Demonstrates an attempt to participate in a discussion by commenting on the colleagues' answers. Terminology and the lexical units are used with minor mistakes, however these do not impede communication. Has completed the task on synonyms but with some stylistic inadequacies. Phonetic, grammar and stylistic mistakes are present (no more than 3-4).

4-5 The answers given are generally correct, however are not full- a number of essential details are omitted and /or the answer has irrelevant information. The logic of the answer is confusing and has inadequacies. Has vague understanding of terminology. Demonstrates weak participation in a discussion. The lexical units are used incorrectly, phonetic, grammar and stylistic mistakes are present (no more than 5-6). Has not fully completed the task on synonyms.

2-3 The student struggles to produce an answer which can be considered as adequate. Cannot explain any terminology. The basic concepts are totally confused. Does not participate in a discussion. Does not have topical lexical resource. Has not completed the task on synonyms.

1 The topic knowledge is absent. Does not participate in a discussion. Cannot complete any related to the theme tasks.

-Written Assessment

REVIEW ASSESSMENT CRITERIA (max 10 points)

Recommended word count – 250-300

Task Response (max 3 points)

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

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

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

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

Coherence and Cohesion (max 2 points)

2 points – the student writes a clearly structured objective review on the item, uses a variety of linking devices which connect the ideas appropriately, organises information in a logical order, uses paragraphing sufficiently;

1 point – the student writes a poorly structured review, uses a limited number of linking devices, does not use paragraphing sufficiently;

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

Lexical Resource and Register (max 2 points)

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

1 point – the student uses a limited range of vocabulary, fails to use active vocabulary items, makes 2 lexical or spelling mistakes, the student uses the appropriate register;

0 points – the student uses basic vocabulary, makes 3 or more lexical / spelling mistakes, the student uses an inappropriate register.

Grammatical Range and Accuracy (max 2 points)

2 points – the student uses a variety of complex grammar structures and makes 1 grammar mistake;

1 point – the student uses basic grammar structures and makes 2 grammar mistakes;

0 points – the student makes numerous grammar mistakes which impede understanding.

Punctuation (max 1 point)

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

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

Interim assessment (3 module)

0.300 Final Assessment

0.250 Independent work assessment

0.250 Written assessment

0.200 Oral assessment

Retaking a Final Assessment is conducted in accordance with the part XVI «Procedures for Retaking Examinations» of the Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics.

The common mathematical rounding is applied to students' scores.

Types of classrooms:

Lecture / seminar classroom (52)

Sources

Recommended Core Bibliography

Dugan, C. (2011). Academic Vocabulary : 25 Content-area Lessons. Huntington Beach, CA: Shell Education. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&site=eds-live&db=edsebk&AN=663234>

Downing, A. (2015). English Grammar : A University Course (Vol. Third edition). London: Routledge. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&site=eds-live&db=edsebk&AN=929043>

Кузьменкова Ю.Б., Жаворонкова А.Р. - АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СПЕЦИАЛИСТОВ ПО СОЦИАЛЬНОЙ РАБОТЕ. Учебник и практикум для СПО - М.:Издательство Юрайт - 2016 - 333с. - ISBN: 978-5-9916-8775-1 - Текст электронный // ЭБС ЮРАЙТ - URL: <https://urait.ru/book/angliyskiy-yazyk-dlya-specialistov-po-socialnoy-rabote-395082>

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Recommended Additional Bibliography:

Academic project presentations. Student's workbook: Презентация научных проектов на английском языке : Учеб. пособие для вузов, Кузьменкова, Ю.Б., ISBN: 978-5-317-02857-2, 2009

Английский язык : учебник и практикум для прикладного бакалавриата, Кузьменкова Ю.Б., НИУ ВШЭ, ISBN: 978-5-9916776-2-2, 2016

Equipment of the classroom:

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

Online platforms for distance learning / communication:

- Smart LMS;
- Microsoft Teams.

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

Organization of Studies for Persons with Limited Mobility and Disabilities

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

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

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

Examples of Assessment Materials

1. Prepare a speech on one of the following topics: The problem of self-identification of children from intermarriage families. OR Cultural and religious differences in defining deviant behaviour. Make sure you carefully collect the data, use reliable resources, present available data, and speak for at least 6-7 minutes.
2. Read the text and voice your opinion on the following issues using active vocabulary: Durkheim's Strain theory; give examples of deviant positive behaviour. Discuss the possible definitions to altruism/ anomie/fatalism.
3. As part of the preparation to write a reflection paper search the material on the following topic: All crowds inevitably become mobs. Discuss the reasons for which a casual crowd is not likely to turn into a violent kind of crowd./ or Write an essay: Discuss the features of the solidaristic type of crowds.
4. Write an essay on the following topic: Some people believe that the new tendencies in marriage are the result of globalization and progress, others consider this a threat to basic societal values. Discuss both views and give your opinion. You should write at least 300 words.