Английский язык для общих академических целей. Продвинутый курс – 3
Course Syllabus for "English for Academic Purposes. Advanced - 3"

Approved by the Academic
Council of _____ Degree
Programme[1] Minutes No. , dated
___ 21____

Abstract. «English for Academic Purposes. Advanced – 3» for the 2nd year students is designed to develop foreign-language communicative and integrated and critical thinking skills that are based on "Regulations for Interim and Ongoing Assessments of Students at National Research University Higher School of Economics" and "Concept of Development of English-language Communicative Competence of HSE Students". Every student has slightly different needs, depending on their chosen discipline, cultural background and other factors. However, the primary skills, tasks, and academic language are common to most disciplines and are relevant to the needs of most students preparing to study English at the university level. The course is focused on core tasks relevant to all students, such as working out the main points of an academic text or lecture (such as sociology, economics, humanities, and others). There are no blocking controls.

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No. of credits	3
Contact hours	52
Independent study (hours)	62
Year of study, degree programme	The second year of study
Study format	Full-time

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

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

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[1] *For syllabi from the university-wide pool – head of Department*

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

Results of the Course Study are: to express oneself fluently and spontaneously without much obvious searching for expressions; flawlessly and efficiently interact with another speaker in a dialogue; know and use advanced vocabulary from the topics of family, education, money and personal finances, the world of art; link multiple sources to produce a cohesive review; produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices; use language flexibly and effectively for social, academic and professional purposes.

"English for Academic Purposes -3" is suitable for students from any academic discipline and does not require any special subject knowledge. The course supports both classroom and independent learning. At the same time, students should have a B2 level.

2. Course Contents

Topic (course section)	Total hrs[2]	Expected learning outcomes (ELO) to be assessed	Assessment formats that may be included
	LC		
	SM		
	onl/sw		
Unit 1. Sociology (the human experience)	SM-10 onl- 12	**Reading:** active reading including skimming for gist, scanning for details; **Reading-writing connection:** annotating and taking notes; **Language skill:** develop and strengthen vocabulary; **Speaking:** learn the principles of referring to questions to increase the coherence of their speech; practice the skill of paraphrasing; learn how to expand their answer; work on intonation and emphatic constructions in order to stress highly important phrases; ask for and respond to requests for elaboration; use turn-taking to encourage participation; prepare a group presentation;	Vocabulary quizzes, vocabulary/reading/listening test, presentation

[2] Leave blank for syllabi, which are not part of a degree programme curriculum and not planned for a schedule

		Listening: academic listening: select important ideas, interpret the information; take notes using one of the methods; **Writing:** narrow a topic and develop a research question; write a preliminary thesis statement and create an outline; explore verb tenses in academic writing.	
Unit 2. Economics (money and commerce) .	SM - 10 onl - 12	**Reading:** recognize main ideas and supporting details; identify sentence functions; identify topics and main ideas; identify supporting details; summarize; analyze meaning using words; **Reading-writing connection:** write a summary after reading a text; **Language skill**: analyze meaning using word parts; **Speaking:** consider what you already know about a topic; identify and present main ideas and supporting details; compare textbooks to lectures; clarify your ideas; **Listening:** academic listening: identify important ideas and supporting details; discuss with a partner; interpret the information; take notes using one of the methods; **Writing:** conduct primary and secondary research; collaborate and share ideas; critically evaluate and organize research; summarize texts and incorporate summaries; use reported speech effectively.	Vocabulary quizzes, vocabulary/reading/listening test, presentation, summary
Unit 3. Biology (the science of nature)	SM- 10 Onl - 12	**Reading**: understand cohesion; recognize patterns of cohesion: cause, effect, compare, contrast, problem, solution; understand cohesion in descriptions, use outlines and graphic organizers; recognize collocations; **Reading-writing connection:** write an outline or a graphic organizer while reading a text; **Language skill:** recognize collocations; **Speaking:** participate in extended discourse; respond to and discuss controversial topics; recognize and use digressions; lead discussions; utilize interrogatives and declaratives to gain, confirm, and assert support; **Writing:** create coherence and cohesion; revise writing; analyze organizational patterns; use language to add cohesion.	Vocabulary quizzes, vocabulary/reading/listening test, debate/discussion, review
	SM - 11 Onl -13		Vocabulary quizzes,

		Reading: develop reading fluency; increase fluency; tolerate ambiguity; recognize and use rhetorical techniques; understand nominalization; **Reading-writing connection:** recognize and use rhetorical techniques; **Language skill**: understand nominalization; **Speaking:** recognize speaking styles; identify emphatic argumentation; utilize succinct argumentation; identify and utilize markers for organizational structure; utilize words and phrases to create cohesion in discussions and presentations; **Listening:** listen a presentation and write down the academic phrases; **Writing:** make stylistic choices; control voice and tone, analyze the rhetorical context, use appropriate adverbials to fit the rhetorical context.	vocabulary test, reading/listening test, discussion
Unit 4. Humanities (arts and letters)			
Unit 5. Environmental engineering (structural science)	SM - 11 Onl - 13	**Reading:** interpret visuals; understand text references to visuals; interpret the information in visuals; refer to visual data within and beyond a reading; recognize and learn multiword vocabulary items; **Reading-writing connection:** referring to visual data within and beyond a reading; **Language skill:** recognizing and learning multiword vocabulary items; **Speaking:** connect visuals to a lecture; identify visuals and their purposes; read and interpret complex visuals; synthesize text into a visual; create visuals and communicate what they mean; **Listening:** recognize signposting language to help follow the lecture/talk; **Writing:** use visuals to present information in writing; edit text and visuals; relate visuals to text; examine sentence structure and subject-verb agreement.	Vocabulary quizzes, vocabulary test, reading/listening test, review
Hours for types of classes:	**SM 52**		
	Onl 62		
Total hours	114		

Course formats:

LC – lectures;

SM - seminars/practical courses/ laboratory work;

Onl. –online lectures and other Internet courses;

SW – student independent work.

3. Assessment

The final grade is composed of the following parts: 25% (Written Assessment) +20% (Oral Assessment) + 25% (student Independent Work Assessment /online) + 30% (Final Assessment).

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 (can not 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.

QUIZZES/TESTS ASSESSMENT (max 10 points)

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

Written Assessment

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 (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, 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.

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.

Level/track specific criteria (max 1 point)

1 point – the student cites 4 or more sources;

0 points – the student cites fewer than 4 sources.

Oral Assessment

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DIALOGUE ASSESSMENT CRITERIA (max 10 points)

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Task Response (max 3 points)

3 points – the student fully addresses all parts of the task: initiates the conversation, shares opinions, demonstrates active listening and questioning skills, responds to questions; presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas; the student finds common ground, presents logical arguments, supporting evidence and examples, makes comments and draws conclusions, shows the interest in what another participant says; content corresponds with the topic of the dialogue;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the student takes an active part in the dialogue, shares some ideas, does not always hear the thoughts and ideas of the partner; presents a relevant position although the conclusions may be unclear or repetitive, gives arguments, some of which are not fully developed, extended or supported;

1 point – the student responds to the task only in a minimal way: the student is not an active participant of the dialogue, rarely shares ideas, does not propel the conversation; presents a position but it is unclear and/or the arguments are not fully developed, extended or supported; presents some main ideas but these 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 is rather passive, does not share any ideas or answer questions; does not express a clear position.

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, etc., makes the points clearly but briefly, allows the partner to finish without interrupting, encourages the partner to speak by inviting him/her to give his/her opinion, shows agreement or disagrees politely;

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, the student sometimes talks over the other speaker, disagrees harshly, dominates the conversation;

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 including some advanced lexical items; the student uses appropriate phrases for better dialogue 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 communication; 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 question forms and other grammar structures accurately, may make 1 minor mistake which does not impede communication, can correct the mistake;

1 point – the student uses a variety of grammar structures and may make 2 mistakes which could impede communication;

0 points – the student makes numerous grammar and stylistic 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.

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.

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.

Independent Work Assessment

Assessment criteria for self-directed work:
• Task Achievement
• Creativity
• Depth of information analysis
• Format of presenting
• Meeting the deadline

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%

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.	*Listening (L)*	Listen to the text and complete the tasks 1-10.	max. 10 points
2.	*Reading (R)*	Read the text and complete the tasks 1-10.	max. 10 points
3.	*Writing (W)*	Write a review/report.	review assessment criteria/ report assessment criteria

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.

4. Examples of Assessment Materials

Blocking elements are not present.

Reading which includes the following: predicting, skimming, scanning, detailed reading, guessing unknown words from context, understanding text organization, recognizing argument and counter-argument; distinguishing between main information and supporting detail, fact and opinion, hypothesis versus evidence; summarizing and note-taking.

Writing includes the following:

summary content and structure (patterns of organization, paragraphing, topic sentence and supporting ideas, coherence and cohesion, punctuation, quoting and referencing, avoiding plagiarism), review structure and content, preliminary thesis formulation, research question development;

- functions (generalization, definitions, exemplification, classification, comparison and contrast, cause and effect, process and procedure, interpretation of data);

- style (passive constructions, avoiding verbosity);

- punctuation.

Listening includes the following:

general comprehension (listening for gist, listening for detailed information, recognizing relevant/irrelevant information, signposting and importance markers, recognizing sentence connections: reference, addition, contrast, cause and effect, listing; evaluating the importance of information);

- lectures (identifying the topic and main themes, identifying relationships among major ideas, comprehending key information, identifying supporting ideas and examples, retaining information through note-taking, retrieving information from notes, inferring relationships between information supplied in a lecture, taking efficient notes from a lecture).

Speaking includes the following:

seminar skills (agreeing and disagreeing, clarifying, questioning, persuading, emphasizing, concluding, interrupting; evaluating ideas and actions, presenting solutions, recommending action, comparing and contrasting, probability and possibility, cause and effect, criticizing);

- presentation skills (introductions and stating the purpose, signposting, creating interest and involving audience, using rhetorical questions, emphasizing and highlighting key points, preparing the audience for visuals, summaries, conclusions and closing courtesies; body language and non-verbal communication).

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

Reading.
Read the text and complete the tasks.

Task 1. *Run your eyes quickly over the title, the subheadings, (the heading of the sidebar), the photograph and its caption. What main ideas do you expect in the reading? Write down at least 3 of them.*

Task 2. *Run your eyes quickly over the first two sentences of every paragraph, the first sentences of the sidebar, any words with capital letters, any numbers. Add 2 more ideas to the ones you wrote in.*

Task 3. *Scan the text for the categories of information. Check the categories you find and mark the information as indicated.*

Task 4. *Answer the questions based on the text.*

Listening
Task 1. *Listen to the academic discussion. Choose all the signals of turn-taking and encouraging participation that you hear.*

Task 2. *Listen to the discussion again and take notes. Use them to answer the questions*

Vocabulary test

Task 1. *Fill in the gaps using the given words.*

Task 2. *Read the sentences and add paraphrases of the terms indicated.*

Task 3. *Choose the most fitting option from the ones given for each sentence.*

Presentation

Prepare a presentation on a potential start-up. You and your group will use the theories of supply and demand to pitch the product or service to the class in order to gain capital.

Dialogue

You and your partner are going to talk about the importance of social movements. Discuss the most influential movements of the recent past, their effect on the society and their future.

Panel Discussion

Work in groups of three with one moderator and two panelists. Discuss the given information using signposts, encouraging participation, clarifying meaning and confirming understanding.

Debate

Prepare a debate on whether or not small children should be vaccinated to immunize them from potentially harmful viruses. Use what you have learned about viruses as well as your research into the advantages and disadvantages of vaccines to develop your position.

Summary

Read the text and write a summary of it.

Review

Watch a film and write a review on it where you describe what you have seen, provide recommendations and share your opinion on it.

Resources

4.1. Key recommended reading

№p/p	Name
	1. Cavage C., (2017), University Success Oral Communication, Transition level, Pearson Education. 2. Zwier L., Vosters M., (2017), University Success Reading, Transition level, Pearson Education. 3. Norloff C., Renehan M., (2017), University Success Writing, Transition level, Pearson Education.

4.2. Recommended further reading

№p/p	Name
	1. Paterson K., Wedg R. (2013), Oxford Grammar for EAP, OUP.

4.3. Software

№ p/p	Name	Terms for access/downloading
		Microsoft Office Professional Plus 2010 (from HSE University's internal network (agreement)) *Microsoft Windows 7 Professional RUS (from HSE University's internal network (agreement))*

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

№p/p	Name	Terms for access/downloading
		MS Teams, Zoom, Webinar.ru (from HSE University's internal network)

		https://biblio-online.ru

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

5. 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):

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

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

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