

«Approved» by the Dean

Syzdykova Z.

of 03 2025

Syllabus

Academic Year 2024-2025

1. General Information	
Course title	Academic Writing, Department of General Education Disciplines
Degree cycle (level)/ major	Bachelor's degree, all majors
Year, term	2024-2025; 6 trimester
Number of credits	5
Language of delivery	English
Prerequisites	Foreign Language 1 and Foreign Language 2,
Postrequisites	Research methods and tools, Diploma writing
Lecturer(s)	E. Gerfanova, elmira.gerfanova@astanait.edu.kz A. Ayazbayeva, aliya.ayazbayeva@astanait.edu.kz A. Ichshanova aelita.ichshanova@astanait.edu.kz , M. Zhenisbayeva meruyert.zhenisbayeva@astanait.edu.kz , G. Zhumagaliyeva guldana.zhumagaliyeva@astanait.edu.kz , M. Smagulova moldir.smagulova@astanait.edu.kz , N. Ishmukhambetov nariman.ishmukhambetov@astanait.edu.kz , M. Amanzhol m.amanzhol@astanait.edu.kz M. Abzhanarova m.abzhanarova@astanait.edu.kz , S. Zhalmagambetova saltanat.zhalmagambetova@astanait.edu.kz ,

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Manager of General Education Department	Saniya Karimova saniya.karimova@astanait.edu.kz , AITU, office C1.1.269

2. Goals, Objectives and Learning Outcomes of the Course

Course Description	The Academic Writing course aims to enhance students' proficiency in academic English through a comprehensive approach that includes reading authentic publications in their field, composing their own mini-research papers, and presenting them during the final examination. The syllabus has been developed to align with the Education program of the BA degree (refer to Degree cycle (level)/major). By the conclusion of the course, students will possess the ability to effectively apply their knowledge and skills in academic English, exhibit competence in the language, and fulfill the coursework assignments set by Astana IT University. Additionally, students will have the opportunity to present their mini-research projects at Student Conferences, incorporating enhancements based on their mentors' feedback.
Course Goal(s)	This course aims at putting core academic language skills into practice in the framework of writing a mini research paper.
Course Objectives:	<ul style="list-style-type: none"> • familiarizing students with the structure and expectations of academic conferences, enabling them to identify suitable conferences, align their research with conference themes, and meet specific submission requirements, • fostering students' analytical skills by teaching them how to identify a problem and formulate research questions based on the evaluation and synthesis of the relevant academic publications, • equipping students with academic vocabulary to present research techniques, including collecting, analyzing, and presenting data, and citing sources accurately, • enabling students to academically communicate their mini research paper, handle questions, and engage in the course discussions.

Skills & Competences	<ul style="list-style-type: none"> • summarise, analyse and evaluate academic texts using social annotation platform and reference managing platform, etc. while identifying and highlighting their main ideas and messages, • learn and apply academic vocabulary through lectures, seminars and independent activities, • develop students' own voice and create a balance between their voice and incorporation of research sources via paraphrasing, summarizing and quoting, • enhance students' academic English use and collaborative skills through constructive peer feedback.
Course Learning Outcomes	<p>By the end of this course students will be able to:</p>

Course Learning Outcomes	<p>Synthesis</p> <ul style="list-style-type: none"> • Strengthen the ability to write texts using academic language using the process approach • Summarize information from academic sources, distinguishing between main ideas and details • Integrate different academic sources using the sandwich approach • Articulate the synthesized information effectively through writing assignments or a poster presentation, ensuring clarity, cohesion, and coherence <p>Evaluation</p> <ul style="list-style-type: none"> • Assess peers' papers following the assessment criteria rubrics • Evaluate the relevant concepts and methods • Convince the reader of the significance of the research <p>Methods of Assessment</p> <p>During this course students will develop four linguistic skills: writing, reading, listening and speaking. Writing and reading skills will be assessed through step-by-step preparation of the mini research paper. Listening and speaking will be assessed through in class and final poster presentations. Students need to cover all the assignments by the due date and time (See Student Performance Evaluation System for the Course in Table 4).</p> <p>The final grade for the course in percentage is determined by the formula:</p> $F\% = \frac{R1 + R2}{2} \times 0,6 + E \times 0,4,$ <p>R1 - the percentage of the 1st rating, R2 - the percentage of the 2nd rating, E - the percentage of the examination mark</p> <p>Control types of student's progress:</p> <p>Current control – combined</p> <p>Midterm control (R1) - combined; Endterm control (R 2) – combined</p> <p>If according to MT-1 a student gets less than 25 points (25%) and was also absent from the defense of the media presentation (research project) without a good reason, then he/she does not receive admission to the final exam.</p>
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Reading List	<p>Assigned reading materials and presentations should be read prior to class. Class lectures and discussions will proceed with supplemental and advanced topics, which could be difficult to understand unless students have read the assigned material. Readings are listed in the schedule section.</p> <p>All necessary updates and/or changes to the course will be reflected in the Learning Management System (moodle.astanait.edu.kz).</p> <p><u>Core Literature:</u></p> <ul style="list-style-type: none"> • Graff, G., Birkenstein, C., & Maxwell, C. (2014). They say, I say: The moves that matter in academic writing (p. 245). Gildan Audio. • McCormack, J., & Slaght, J. (2012). Extended writing & research skills. Garnet Education. • Paterson, K., & Wedge, R. (2018). Oxford Grammar for EAP: English grammar and practice for Academic Purposes. Oxford University Press. • Swales, J. M., & Feak, C. B. (2012). Academic writing for graduate students: Essential tasks and skills (Vol. 1). Ann Arbor, MI: University of Michigan Press. • Tusselbayeva, Zh., Seidin, A., Urazbekova, A. and Amanzhol, M. (2024). Academic Writing: Scholarly Writing and Research Presentation for ICT Students. Coursebook. Astana IT. 120 p. <p><u>Supplementary literature:</u></p> <ul style="list-style-type: none"> • Bottomley, J. (2021). Academic writing for international students of science. Routledge. • Goodson, P. (2024). Becoming an Academic Writer: 50 exercises for paced, productive, and powerful writing. 3rd ed. UK: Sage, 246 p. • Kumar, R. (2018). Research methodology: A step-by-step guide for beginners. Sage. • O'Leary, Z. (2021). The Essential Guide to Doing Your Research Project.4 ed. UK : Sage, 438 p. • Pickard, A. J. (2013). Research methods in information. Facet publishing Readings: the academic publications in the field of study • Taylor & Francis Journals Standard Reference Style Guide: American Psychological Association, Seventh Edition (APA-7). <p>Supplementary resources are referenced in the weekly class presentations will be made available to students.</p>
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Course policy	<p>Attendance:</p> <p>Since students are expected to write in nearly every class, attendance is critical and failure to attend at least 70% of the classes will result in a failing grade.</p> <p>Student attendance for the class hours shall be recorded. Being late up to 10 minutes three times will be counted as one missed lesson.</p> <p>In cases, when a student misses a class due to valid reasons in addition to the relevant documentation (medical reports/references must be provided to the professor no later than 2 weeks after the absence), the student will have to review the missed lecture materials and complete the practice class assignments to cover the absence. The details of the review of the missed classes should be agreed upon with the instructor and all the requirements must be fulfilled. The student absence is not excused based only on the document from the dean's office.</p> <p>Preparation for Class: Class participation is a very important part of the learning process in this course. Students will be evaluated during practical classes and lectures when completing tasks presented according to the syllabus. Students are required to cite and work with the sources written only in English.</p> <p>Class work: The duration of each lecture and practical lesson is 50 minutes, and student independent work. Students are expected to complete all assignments ahead of time, attend class regularly and participate in lecture and practical class discussions. In case of a student's systematic misconduct, the student can be expelled from the classes. Class hours will take place according to the timetable, and home assignments will be posted on Moodle/Microsoft Teams. The course will require both group and autonomous work by students, with most course time devoted to studying the accompanying materials and applying knowledge and skills in the Academic Writing course. The class hours serve as a setting for interacting with groupmates and practicing knowledge and skills the students acquire from the course materials.</p> <p>Midterm/End term: Students who score less than 25% for Midterm/End term automatically fail the course.</p> <p>Homework/Assignments: The course instructions and assignments will be posted on Moodle. This means students should access materials, do the work and post their completed assignments by the due time. These tasks are mandatory and will determine the course grade. The course includes:</p> <ul style="list-style-type: none"> • Presentation of research articles analyses • Writing and submission of research problem and research question(s) • Midterm: Test 1 on language focus and academic article evaluation • Method submission • Research Data Presentation • Endterm: Test 2 on language focus and academic article evaluation. <p>Students must ensure that all in-text citations and references accurately reflect the content cited. Teachers reserve the right to verify the accuracy of citations and may ask questions to confirm that the content matches the cited sources.</p> <p>Final Exam: A summative assessment of students' knowledge and skills acquired during this course in the form of a poster presentation along with the written final draft of their mini-research paper.</p>
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	<p>Late submissions: Most assignments will be discussed in class on the due date. All gradings are based using a percentage grading scale.</p> <p>NOTE:</p> <ol style="list-style-type: none"> 1. You will lose 5% of the mark for each day of being late (relates both to homework and in-class assignments). 2. Work submitted later than three days after the deadline will not be accepted (Relates both to homework and in-class assignments). <p>Academic Conduct Policies of the university: The main principles of academic integrity are responsibility for studies, honesty, trust, fairness, and respect. Plagiarism is a violation of academic integrity, i.e., using someone else's words or ideas without acknowledgment of sources. You can find out more about avoiding plagiarism at http://plagiarism.org. The rules of academic integrity of Astana IT University are in the Course documents folder on Moodle. Astana IT University «Academic Integrity Policy of Astana IT University». All the written assignments submitted by students on Moodle are checked for originality in the StrikePlagiarism service.</p> <p>To ensure academic honesty and proper citation practices, students MUST include the original sentences from the cited works in their assignments. These original sentences should be provided along with proper citations to allow for verification.</p> <p>If original sentences from the cited sources are not provided, the submission will not be accepted or checked, as the content cannot be verified. If a submission contains fake, AI-generated, or falsified information (such as fabricated articles, fake citations, or misrepresented information from real sources), the work will be disqualified.</p> <p>Any falsified or unverifiable citations will be considered a violation of academic integrity policies and may result in penalties, including failing the assignment or further disciplinary action.</p>
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3. Course Content

#	Abbreviation	Meaning
1	ISIS	Instructor-supervised independent work
2	SIS	Students' independent work
3	IP	Individual project
4	PA	Practical assignment
5	BA degree	Academic degree Bachelor of Arts

3.1 Lecture and Practical Plans

Week No	Course Topic	Lectures (H/W)	Practice sessions (H/W)	ISIS (H/W)	SIS (H/W)
1	<p>Lecture 1: Course Introduction and Overview Lecture 2: Introduction to the Conference Submission Guideline</p> <p>Seminar 1: Research Paper Brainstorming and Topic Selection in Groups Seminar 2: Developing SMART Goals and Individual Plans Seminar 3: Language Focus: Academic Language and Tone (Part 1)</p>	2	3	1	9
2	<p>Lecture 1: Introduction to Article Evaluation, Part 1 Lecture 2: Introduction to Article Evaluation, Part 2</p> <p>Seminars 1-2: Practice Analyzing and Presenting a Research Article Seminar 3: Language Focus: Evaluating the Published Article</p>	2	3	1	9
3	<p>Lecture 1: Introduction to Research Context, Problem and Research Question Lecture 2: Defining Research Aim and Objectives</p> <p>Seminar 1: Practice: Formulating Research Problem Seminar 2: Developing Research Context Seminar 3: Language focus: Quotation, Paraphrasing and Summarizing</p>	2	3	1	9
4	<p>Lecture 1: Incorporating Sources to Support Ideas Lecture 2: Citation Styles: APA and IEEE</p> <p>Seminars 1-2: Peer review: Drafting Research Problem and Research Questions Using Sources Seminar 3: Language focus: Language of Summaries</p>	2	3	1	9
5	<p>Lecture 1: Theories and Concepts Lecture 2: Extended Definitions of Terms</p> <p>Seminars 1-2: Midterm: Test 1 on language focus and academic article evaluation</p> <p>Seminar 3: Language focus: Extended definitions</p>	2	3	1	9

6	Lecture 1: Introduction to Research Methods and Data Collection Tools Lecture 2: Basics of Research Ethics Seminars 1-2: Practice: Designing a Questionnaire and Collecting data Seminar 3: Language focus: Language of Data Commentary	2	3	1	9
7	Lecture 1: Incorporating Data and Illustrations: Questionnaire Lecture 2: Incorporating Data: Interview Seminar 1: Practice: Conducting a Focus Group Interview Seminar 2: Practice: Interpreting Questionnaire and Interview Data Seminar 3: Language focus: Linking Phrases in Methods Section	2	3	1	9
8	Lecture 1: Explaining Research Significance Lecture 2: The Difference between Significance, Rationale and Justification Seminar 1-2: Research Data Presentation Seminar 3: Language Focus: Academic Language and Tone (part 2)	2	3	1	9
9	Lecture 1: Writing Conference Abstract Lecture 2: Preparing Poster Presentation for Conference Seminar 1: Abstract writing practice Seminar 2: Drafting the final poster Seminar 3: Language focus: Preparing for conference presentation	2	3	1	9
10	Lecture 1: Reviewing Exam Policy Lecture 2: Course Revision Seminars 1-2: Endterm: Test 2 on language focus and academic article evaluation Seminar 3: Course Reflection: Survey	2	3	1	9
	Total hours:	20	30	10	90
		50		100	

3.2 List of Assignments for Instructor-supervised Student Independent Study

No	Assignments (topics) for Independent study	Hours	Recommended literature and other sources (links)	Form of submission
1	Developing SMART Goals and Individual Plans	1	Weekly study materials	MS Word doc submission to Microsoft Teams task. (not assessed)
2	Discuss and choose at least 3 published articles to analyse and present your review in class	1	Weekly study materials	Presentation submission to Moodle (assessed)
3	Before seminar 2: 1. Find at least 3 articles relevant to your research background info/context.	1	Weekly study materials Swales, J. M., & Feak, C. B. (2012). Academic writing for graduate students: Essential tasks and skills (Vol. 1). Ann Arbor, MI: University of Michigan Press.	
4	1. Submission 10%: Write 400–500 words explaining your research context, research problem, aim and research question(s) and submit in MS word doc to Moodle following the criteria rubric. 2. Peer review: work in groups and give written feedback based on the rubric to another group and submit it onto Moodle	1	Weekly study materials Swales, J. M., & Feak, C. B. (2012). Academic writing for graduate students: Essential tasks and skills (Vol. 1). Ann Arbor, MI: University of Michigan Press, (p. 225-226). <u>Academic Phrasebank</u> The University of Manchester	MS Word according to APA 7 th ed requirements submission to Moodle (assessed)
5	Review language focus tasks, weekly materials to take the midterm test	1	Weekly study materials	Recommendation: Preparing Quizlet (no submission)
6	1. Submission: 5% Identify one key concept in relation to the topic of the research paper in 100-150 words and submit in MS word doc	1	Weekly study materials Swales, J. M., & Feak, C. B. (2012). Academic writing for graduate students: Essential tasks and skills (Vol. 1). Ann Arbor, MI: University of Michigan Press.	MS Word according to APA 7 th ed requirements submission to Moodle (assessed)

	<p>to Moodle following the criteria rubric.</p> <p>2. Peer review: work in groups and give written feedback based on the rubric to another group and submit it onto Moodle</p> <p>3. Before seminar 1: Learn how to create a questionnaire using Microsoft Forms</p> <p>4. After seminar 2: Take your peers' questionnaire, provide peer feedback based on the criteria:</p>		<p>Arbor, MI: University of Michigan Press.</p> <p>How to use Microsoft Forms: Watch https://www.youtube.com/watch?v=ouFKWHOMnIQ</p> <p>Read https://www.howtogeek.com/400488/how-to-create-a-questionnaire-in-microsoft-forms/</p>	
7	Conduct a survey using your questionnaire. Send the link of your questionnaire to at least 10 other students. Respond to each other's surveys by Week 7, Seminar 1. Upload the summary link of your questionnaire onto Moodle by week 7, Seminar 1.	1	<p>Weekly study materials</p> <p>Academic Phrasebank The University of Manchester</p>	Microsoft Forms
8	Presentation 15%: Prepare your research data presentation	1	Weekly study materials	PPT (or any other presentation tool) APA 7 th edition -submission to Moodle (to be assessed)
9	Polishing the poster for the final	1	Weekly study materials	PPT (or any other presentation tool) APA 7 th edition submission to Moodle (to be assessed at the Final Exam)
10	Review language focus tasks, weekly materials to take the end term test	1	Weekly study materials	-

3.3 List of Assignments for Student Independent Study

No	Assignments (topics) for Independent study	Hours	Recommended literature and other sources (links)	Form of submission
1	<ul style="list-style-type: none"> Choosing a research topic Compound sentences 	9	Videos on Moodle From Coursera courses: Introduction to Research for Essay Writing Grammar and Punctuation	Note-taking of the videos

2	Finding and Evaluating Academic Sources • More on Finding Sources and Note-taking	9	Videos on Moodle From Coursera courses: Introduction to Research for Essay Writing Grammar and Punctuation	Note-taking of the video
3	• Academic Tone and Language Video Lecture • Adverb Clauses	9	Videos on Moodle From Coursera courses: Introduction to Research for Essay Writing Grammar and Punctuation	Note-taking of the video
4	• Using EasyBib Video Lecture • More uses of comma	9	Videos on Moodle From Coursera courses: Introduction to Research for Essay Writing Grammar and Punctuation	Note-taking of the video
5	Review language focus tasks, weekly materials to take the midterm test	9	Course materials of weeks 1-4	Recommendation: Preparing Quizlet
6	• Using Statistics in Writing Video Lecture • The use of THEREFORE	9	Videos on Moodle From Coursera courses: Introduction to Research for Essay Writing Grammar and Punctuation	Note-taking of the video
7	Statistics Optional Reading	9	Videos on Moodle From Coursera courses: Introduction to Research for Essay Writing Grammar and Punctuation	Note-taking of the reading material
8	• The Academic Word List and Reporting Verbs Video Lecture • Parallel Structure	9	Videos on Moodle From Coursera courses: Introduction to Research for Essay Writing Grammar and Punctuation	Note-taking of the video
9	Sentence Variety	9	Videos on Moodle From Coursera courses: Introduction to Research for Essay Writing Grammar and Punctuation	Note-taking of the video
10	Review language focus tasks, weekly materials to take the end term test	9	Course materials of weeks 5-10	Preparing for the end-term test

4. Student Performance Evaluation System for the Course

Period	Assignments	Weight (%)	Deadline
Midterm Assessment	Presentation of research article analysis (PR)	10	Week 2
	Writing and submission of research context, aim, and research question(s) (RC)	10	Week 4
	Midterm: Test 1 on language focus and academic article evaluation (MT)	10	Week 5

Assessment	Concepts submission (CS)	5	Week 6
	Research Data Presentation (DP)	15	Week 8
	End term: Test 2 on language focus and academic article evaluation (ET)	10	Week 10
Final exam*	Poster Presentation + Final Draft (FINAL)	40	TBA
Total	(0,33*PR+0,33*RC+0,34*MT)+(0,16*CS+0,5*DP+0,34*ET)+0,4*FINAL	100	

Achievement level as per course curriculum shall be assessed according to the evaluation chart adopted by the academic credit system.

Letter Grade	Numerical equivalent	Percentage	Grade according to the traditional system
A	4,0	95-100	Excellent
A-	3,67	90-94	
B+	3,33	85-89	
B	3,0	80-84	
B-	2,67	75-79	Good
C+	2,33	70-74	
C	2,0	65-69	
C-	1,67	60-64	
D+	1,33	55-59	Satisfactory
D	1,0	50-54	
FX	0	25-49	
F	0	0-24	Fail

General Weekly Speaking and Writing Rubric

Letter Grade	Percentage	Speaking Criteria	Writing Criteria
A	95-100	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.
A-	90-94		

B+	85-89	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.
B	80-84	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.
B-	75-79	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence
C+	70-74		
C	65-69	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".
C-	60-64		
D+	55-59		
D	50-54	Can produce simple mainly isolated phrases about people and places.	Can write simple isolated phrases and sentences
FX	30-49		
F	0-29		

Adapted from:

<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168045b15c>

Based on the specific grade for each assignment, and the final grade, following criteria must be satisfied:

Grade	Criteria to be satisfied
90-100	<ul style="list-style-type: none"> - Work would be worthy of further dissemination under appropriate conditions - Mastery of advanced methods and techniques at a level beyond that explicitly taught - Ability to synthesize and employ in an original way idea from across the subject - Outstanding command of critical analysis and judgment
80-89	<ul style="list-style-type: none"> - Excellent range and depth of attainment of intended outcomes - Mastery of a wide range of methods and techniques

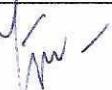
	<ul style="list-style-type: none"> - Evidence of study and originality of what has been taught - Able to display a command of critical analysis and judgement
70-79	<ul style="list-style-type: none"> - Attained all the intended learning outcomes for a unit - Able to use well a range of methods and techniques to come to conclusions - Able to employ critical analysis and judgement
60-69	<ul style="list-style-type: none"> - Some limitations in attainment of learning objectives, but has managed to grasp most of them - Able to use most of the methods and techniques taught - Evidence of study and comprehension of what has been taught but grasp insecure - Some grasp of the issues and concepts underlying the techniques and material taught, but weak and incomplete
50-59	<ul style="list-style-type: none"> - Attainment of only a minority of the learning outcomes - Able to demonstrate a clear but limited use of some of the basic methods and techniques taught - Weak and incomplete grasp of what has been taught - Deficient understanding of the issues and concepts underlying the techniques and material taught
25-49	<ul style="list-style-type: none"> - Attainment of nearly all the intended learning outcomes deficient - Lack of ability to use at all or the right methods and techniques taught - Inadequately and incoherently presented - Wholly deficient grasp of what has been taught - Lack of understanding of the issues and concepts underlying the techniques and material taught
0-24	No significant assessable material, absent or assessment missing a must pass component

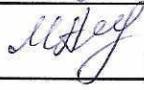
5. Methodological Guidelines

Assessment is administered continuously throughout the course. The students are rated against their performance in continuous rating administered throughout the semester (60%) and summative rating done during the examination session (40%), total 100%. Continuous rating is students' on-going performance in class and independent work. Class work is assessed for attendance, presentation defense and in-class assessments.

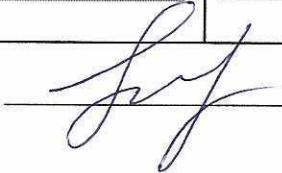
- **ISIS (Instructor Supervised Student Independent Study)** consists of weekly assignments to be done by students independently and checked by instructor.
- **Mid-term and End-term** is an assessment of each student's knowledge and skills in the form of a paper-based task.
- **Final assessment** is a summative assessment of students' knowledge and skills acquired during this course in the form of a poster presentation in groups.

6. Lecturer (lecturers) approvals

Full name	Job title	Contacts	Date	Signature
Zhanar Tusselbayeva	Associate professor	zhanar.tusselbayeva@astanait.edu.kz	28.02.2025	
Aigerim Urazbekova	Senior lecturer	aigerim.urazbekova@astanait.edu.kz	28.02.2025	

Ariya Seidin	Senior lecturer	<u>Ariya.seidin@astanait.edu.kz</u>	<u>27.02</u> //2025	
Moldir Amanzhol	Senior lecturer	<u>m.amanzhol@astanait.edu.kz</u>	<u>27.02</u> //2025	
Aida Mussina	Senior lecturer	<u>aida.mussina@astanait.edu.kz</u>	<u>27.02</u> //2025	

**Director of General Education Disciplines
Department**



Zh.Tleshova