Academic English L3 (Модуль 2. Английский язык для академических целей L3) (1 semester)

Classroom activities   Home work   Exam skills   Описание

Course description

Academic English course is designed for students whose level of English is equivalent to B1+ on the Common European Framework of Reference. The purpose of the course is to consolidate students' knowledge of previously learnt language structures and to develop productive skills (writing and speaking) and receptive skills (reading, note-taking) in academic settings.

Aims and objectives

The course aims to help students develop knowledge and skills in:

- reading and understanding academic texts
- listening to and understanding lectures, presentations, tutorials etc.
- writing paragraphs and essays
- participating in seminars and group discussions
- preparing and giving presentations
- recognizing and using academic grammar and vocabulary

You will cover three units in spring semester: Values, Ecology and Intelligence. At the end of the semester you will have to pass tests. During the course you will get points in rating for attending the lessons, classroom participation and completing graded tasks on time.

Graded assignments time-table

Date	Unit 1 Education	
09.09.25	Reading 1	Types of learning
11.09.25	Listening 1	TED Talk *The changing landscape of Higher Education*
25.09.25	Speaking 1	Debate: *Education stifles creativity*
30.09.25	Writing 1	Graph description
02.10.25	Test Unit 1	Grammar and vocabulary from Unit 1
	Unit 2 Creativity	
14.10.25	Listening 2	TED Talk *Creative problem-solving in the face of extreme limits*
16.10.25	Reading 2	*Creativity: Evolution in Biology and Culture*
30.10.25	Speaking 2	Presentation of the project (group work)
06.11.25	Writing 2	Description of a process
11.11.25	Test Unit 2	Grammar and vocabulary from Unit 2
	Unit 3 IoT	
18.11.25	Reading 3	*Artificial Intelligence – a Threat or a Blessing*
27.11.25	Listening 3	IoT security
04.12.25	Speaking 3	Role-play *IoT: Security challenges*
09.12.25	Writing 3	Summary
09.12.25	Test Unit 3	Grammar and vocabulary from Unit 3
	Final works	
11.12.25	Writing part	
16/18.25	Oral part	

Attendance and participation policy

Class attendance and participation are taken at all seminars. Students who repeatedly arrive late to class will have their classroom participation grade lowered.

If you are absent or not prepared on a day when some graded assignment is scheduled (unless you have a medical certificate or any other valid document), you should expect to receive no credit for that assignment.

Classroom Participation Assessment Rubric

Student:	Score

- demonstrates excellent understanding of the studied material and can apply it efficiently - actively engages in all classroom activities - initiates meaningful interaction with the instructor and/or fellow students - makes thoughtful contributions which advance discussion - responds in a timely and adequate manner to the instructor and/or fellow students	2
- demonstrates sound understanding of the studied material and can apply it but experiences some difficulties - engages in most classroom activities - contributes to discussion without prompting - responds to most questions from the instructor and/or fellow students	1.5
- demonstrates sufficient understanding of the studied material but struggles to apply it - engages in some classroom activities - occasionally contributes to discussion - responds to direct questions from the instructor and/or fellow students	1
- demonstrates insufficient understanding of the studied material and often fails to apply it - is reluctant to engage in classroom activities - rarely contributes to discussion - struggles to respond to direct questions from the instructor and/or fellow students	0,5
- demonstrates poor understanding of the studied material - hardly ever engages in classroom activities - fails to respond to direct questions from the instructor and/or fellow students	0

Academic Honesty and Plagiarism

Plagiarism: Plagiarism is the theft of someone else's ideas and work. It is the incorporation of facts, ideas, or specific language which are not common knowledge, are taken from another source, and are not properly cited. In submitting any work, whether on paper or electronically, you agree to abide by the MIPT's regulations on plagiarism. You also undertake that the work is all your own, that you have properly acknowledged and cited all materials used from the published or unpublished works of others, and that the work has not previously been submitted for any other of your courses. You also agree, in submitting the work, that MIPT may take steps to authenticate the material submitted, including (but not limited to) submitting the work to a plagiarism checking service and copying the work to another member or members of staff.

Using ChatGPT and other Generative AI tools: In this course, generative AI is permitted in specific contexts and with acknowledgment. The Department of Foreign Languages supports responsible experimentation with generative AI tools, such as OpenAI's ChatGPT and/or others, but there are important considerations to keep in mind when using these tools, including information security and data privacy, compliance, copyright, and academic integrity. You must give credit to AI tools whenever they are used, even if it is simply to create ideas rather than usable text or illustrations.

Remember: you are not allowed to use AI when completing graded written assignments in class.

Research, Fabrication and Falsification: Students are expected to be honest and accurate in all work submitted, whether it involves scientific research or writing articles in journalism courses, or any other course. Fabrication is the intentional act of making up data, results, or quotes, and includes falsely citing sources or citing sources never utilized. Falsification is the manipulation of research including the distortion or omission of important data or results. Like plagiarism, fabrication and falsification are serious violations of academic integrity that are subject to review by the Administrative Board for disciplinary action.

Integrated Writing Assessment Rubric

	General description	Content	Communicative achievement	Organisation	Language use

5	The response fulfills the demands of the task with minor lapses of completeness. A response at this level is characterised by all of the following:	The answer - addresses the task completely - contains appropriate and sufficient information from the text (written/audio/video) and its analysis - shows an excellent understanding of the task purpose and the target audience - presents a clear progression of ideas with appropriate detail	The student - demonstrates comprehensive knowledge of the norms of the specific task type - uses an appropriate format and register throughout - communicates ideas in an effective and convincing way	The answer - is coherent (logically and consistently organised, easy to understand) - uses a wide range of cohesive devices - meets word count requirements	The answer - demonstrates good control of varied grammatical structures and vocabulary adequate to the required level - minor errors do not affect comprehension - demonstrates the accurate use of punctuation marks, spelling and capitalisation rules
4	Contains the features of 5 and 3				
3	The response is connected to the task, though it misses some relevant information or contains inaccuracies. A response at this level is characterised by at least three of the following:	The answer - mainly addresses the task - includes some of the content from the text (written/audio/video) relevant to the task - shows difficulties in understanding of the task purpose and the target audience - demonstrates limited development of ideas	The student - demonstrates sufficient knowledge of the norms of the specific task type - uses mainly appropriate format and register - communicates ideas in a relatively effective and convincing way	The answer - demonstrates limited coherence - uses some cohesive devices - meets the word count requirements	The answer - demonstrates limited range of vocabulary and grammatical structures which the student is expected to produce at the required level - contains errors in vocabulary and grammar structures which do not hinder comprehension - contains errors in punctuation, spelling and capitalisation
2	Contains the features of 3 and 1				
1	The response is very limited in content or coherence or is only minimally connected to the task. A response at this level is characterised by at least three of the following:	The answer - partially addresses the task - provides insufficient content from the text (written/audio/video) relevant to the task - shows a lack of understanding of the task purpose and audience - shows minimal development of ideas	The student - demonstrates insufficient knowledge of the norms of the specific task types - produces text with an inconsistent or inappropriate format and register - fails to communicate ideas in an effective and convincing way	The answer - lacks coherence - uses cohesive devices either insufficiently or inappropriately - is either above or below the required word count	The answer - demonstrates minimal control over vocabulary and grammatical structures adequate to the required level - uses language which is difficult to understand, due to errors in vocabulary and grammatical structures - demonstrates inaccurate use of punctuation, spelling and capitalisation
0	A response at this level merely copies sentences from the text, is not connected to the task, or is blank.				

Integrated Speaking Assessment Rubric

General description	Content	Communicative achievement	Delivery	Language use

5	The response fulfills the demands of the task with minor lapses of completeness. A response at this level is characterised by all of the following:	The answer - addresses the task completely - contains appropriate and sufficient information from the text (written/audio/video) and its analysis - shows an excellent understanding of the task purpose and the target audience - is logically and consistently organised	The student - demonstrates comprehensive knowledge of the norms of the specific task type - uses an appropriate format and register throughout - communicates ideas in an effective and convincing way - constantly holds the target listeners' attention (monologue) or effectively interacts with a partner	The student - demonstrates clear and natural pronunciation - uses intonation to convey the message effectively - demonstrates accurate use of sentence and word stress - shows no evident hesitations	The answer - demonstrates good control of varied grammatical structures and vocabulary adequate to the required level - contains minor errors which do not affect comprehension
4	Contains the features of 5 and 3				
3	The response is connected to the task, though it misses some relevant information or contains inaccuracies. A response at this level is characterised by at least three of the following:	The answer - mainly addresses the task - includes some of the content from the text (written/audio/video) relevant to the task - shows difficulties in understanding of the task purpose and the target audience - has some errors in logical organisation and consistency though they do not seriously interfere with communication of the message	The student - demonstrates sufficient knowledge of the norms of the specific task type - uses mainly appropriate format and register - communicates ideas in a relatively effective and convincing way - mainly holds the target listeners' attention or interacts with a partner	The student - demonstrates pronunciation which is mostly clear and natural - uses intonation which is sometimes effective to convey the message - uses sentence stress and word stress generally accurately - maintains overall flow of speech despite some hesitations	The answer - demonstrates limited range of vocabulary and grammatical structures which the student is expected to produce at the required level - contains errors in vocabulary and grammar structures which do not hinder comprehension
2	Contains the features of 3 and 1				
1	The response is very limited in content or coherence or is only minimally connected to the task. A response at this level is characterised by at least three of the following:	The answer - partially addresses the task - provides insufficient content from the text (written/audio/video) relevant to the task - shows a lack of understanding of the task purpose and audience - is not logically organised and inconsistent	The student - demonstrates insufficient knowledge of the norms of the specific task type - produces text with an inconsistent or inappropriate format and register - fails to communicate ideas in an effective and convincing way - fails to keep the target listeners' attention or communicate with a partner	The student - demonstrates unclear pronunciation and/or inappropriate intonation which prevents clear understanding - fails to maintain overall flow of speech due to frequent hesitations which place strain on the listener	The answer - demonstrates minimal control over vocabulary and grammatical structures adequate to the required level - uses language which is difficult to understand, due to errors in vocabulary and grammatical structures
0	Speaker makes no attempt to respond or response is unrelated to the task				