

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

Главная страница / Мои курсы / Academic English 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

	Unit 1 Education				
Reading 1	Types of learning				
Listening 1	TED Talk The changing landscape of Higher Education				
Speaking 1	Debate: Education stifles creativity				
Writing 1	Graph description				
Test Unit 1	Grammar and vocabulary from Unit 1				
	Unit 2 Creativity				
Listening 2	TED Talk Creative problem-solving in the face of extreme limits				
Reading 2	Creativity: Evolution in Biology and Culture				
Speaking 2	Presentation of the project (group work)				
Writing 2	Description of a process				
Test Unit 2	Grammar and vocabulary from Unit 2				
	Unit 3 IoT				
Reading 3	Artificial Intelligence – a Threat or a Blessing				
Listening 3	loT security				
Speaking 3	Role-play <i>IoT</i> : Security challenges				
Writing 3	Summary				
Test Unit 3	Grammar and vocabulary from Unit 3				
	Final works				
Writing part					
Oral part					
	Listening 1 Speaking 1 Writing 1 Test Unit 1 Listening 2 Reading 2 Speaking 2 Writing 2 Test Unit 2 Reading 3 Listening 3 Speaking 3 Writing 3 Test Unit 3				

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	2
- makes thoughtful contributions which advance discussion	
- responds in a timely and adequate manner to the instructor and/or fellow students	
- demonstrates sound understanding of the studied material and can apply it but experiences some difficulties	
- engages in most classroom activities	1.5
- contributes to discussion without prompting	
- responds to most questions from the instructor and/or fellow students	
- demonstrates sufficient understanding of the studied material but struggles to apply it	
- engages in some classroom activities	1
- occasionally contributes to discussion	
- responds to direct questions from the instructor and/or fellow students	
- demonstrates insufficient understanding of the studied material and often fails to apply it	
- is reluctant to engage in classroom activities	0,5
- rarely contributes to discussion	0,3
- struggles to respond to direct questions from the instructor and/or fellow students	
- demonstrates poor understanding of the studied material	
- hardly ever engages in classroom activities	0
- fails to respond to direct questions from the instructor and/or fellow students	

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	Content	Communicative	Organisation	Language use
description		achievement		



The response	The answer	The student	The answer	The answer
fulfills the				
demands of the				- demonstrates good
Lask With Hillion		· '	, ,	control of varied
l '	- contains		,	grammatical structure and vocabulary
· ·	appropriate and		-	adequate to the
response at this		specific task type		required level
	information from the	- uses an	- uses a wide	required level
1	text	appropriate	range of	- minor errors do not
		' ' '	cohesive devices	affect comprehension
following:	and its analysis	register		·
	-	throughout	- meets word	- demonstrates the
				accurate use of
			1 '	punctuation marks,
				spelling and
				capitalisation rules
	procents a clear	convincing way		
	· ·			
	1 -			
	Cont	ains the features of	5 and 3	
'	The answer	The student	The answer	The answer
connected to	mainly addresses	domonstrates	domonstrates	- demonstrates limited
_	-			
it illisses soille				range of vocabulary and grammatical
				structures which the
	the contract for an their			student is expected to
contains		specific task type	landard and a trace	produce at the
inaccuracies.	(written/audio/video)	- uses mainly		required level
A response at			- meets the word	required level
· ·		format and	count	- contains errors in
	- shows difficulties in	register	requirements	vocabulary and
at least three of	understanding of the			grammar structures
the following:				which do not hinder
	target audience			comprehension
	- demonstrates	,		
	المستعمل والمرامات			- contains errors in
		way		punctuation, spelling
				and capitalisation
	Cont	ains the features of	³ and 1	
· ·	The answer	The student	The answer	The answer
1	- partially addresses	- demonstrates	- lacks coherence	- demonstrates
		insufficient		minimal control over
conference or is				vocabulary and
connected to	- provides	_	devices either	grammatical structure
	insufficient content		insufficiently or	adequate to the
	from the text			required level
level is		l '		·
			landa da	- uses language which
	alanius a lank of		and the second	is difficult to
		inappropriate		understand, due to
	task purpose and			errors in vocabulary
	audience	register		and grammatical structures
		- fails to		paractures
		e and the second		- demonstrates
	- shows minimal	communicate		r demonstrates
	davalanment of	communicate ideas in an		inaccurate use of
	davalanment of			inaccurate use of
	development of	ideas in an		
	fulfills the demands of the task with minor lapses of completeness. A response at this level is characterised by all of the following: 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 response at this level is characterised by at least three of the following:	fulfills the demands of the task with minor lapses of completeness. A response at this level is characterised by all of the following: 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 only minimally connected to the task. A response at this level is characterised by at least three of other task. A response at this level is characterised by at least three of other task. A response at this level is characterised by at least three of shough minimally connected to the task. A response at this level is characterised by at least three of shough minimally connected to the task. A response at this level is characterised by at least three of shows a lack of s	fulfills the demands of the task with minor apses of completeness. A pappropriate and sufficient information from the task purpose and the task purpose and the task though it misses some relevant information or contains least three of the following: A response at this level is characterised by at least three of the task. A response is characterised by at least three of the task. A response at this level is characterised by at least three of the task. A response at this text witten/audio/video) relevant of ideas The response is characterised by at least three of the task. A response at this level is characterised by at least three of the task and register throughout relevant of ideas The answer communicates and appropriate and appropriate detail Contains the features of the specific task type the specific task ty	addresses the dask completely cask with minor lapses of completeness. A response at this level is and its analysis and target audience progression of ideas with appropriate detail Contains the features of 5 and 3 The response is 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 task. A response at this level is characterised to the task. A response at this level is characterised to the task. A response at this level is characterised to the task. A response at this level is characterised to the task. A response at this level is characterised to the task. A response at this level is characterised to the task. A response at this level is characterised to the task. A response at this level is characterised by at least three of the task. A response at this level is characterised by at least three of the task. A response at this level is characterised by at least three of the task. A response at this level is characterised by at least three of the task. A response at this level is characterised by at least three of the task. A response at this level is characterised by at least three of the task. A response at this level is characterised by at least three of the task. A response at this level is characterised by at least three of the task. A response at this level is characterised by at least three of the task. A response at this level is characterised by at least three of the task. A response at this level is characterised by at least three of the task. A response at this level is characterised by at least three of the task. A response at this level is at least three of the task. A response at this level is at least three of the task and respectively and consistent or inappropriate and appropriate and convincing appro

Integrated Speaking Assessment Rubric

General	Content	Communicative	Delivery	Language use
description		achievement		



	F.		-		The answer
	The response fulfills the	The answer - addresses the task	The student - demonstrates	The student - demonstrates	- demonstrates
	demands of the			clear and natural	
	task with minor	completely	'		1
	lapses of	- contains	knowledge of the	pronunciation	varied grammatical
	completeness. A	appropriate and	norms of the	- uses intonation	structures and
	rocnonco at thic	sufficient	specific task type	to convey the	vocabulary
	loval ic	information from the		message	adequate to the
	characterised by		appropriate	effectively	required level
	all of the	(written/audio/video)	1	enectively	- contains minor
	following:			- demonstrates	errors which do not
		and its analysis	register	accurate use of	affect
		- shows an excellent	linoughout	sentence and	
		understanding of the		word stress	comprehension
		task purpose and the			
		target audience	effective and	- shows no	
		target addressee	convincing way	evident	
		- is logically and	convincing way	hesitations	
		consistently	- constantly holds		
		,	the target		
			listeners'		
			attention		
			(monologue) or		
			effectively		
			interacts with a		
			partner		
			<u> </u>		
4		Contair	ns the features of 5	and 3	
	The response is connected to	The answer	The student	The student	The answer
	the task, though	- mainly addresses	- demonstrates	- demonstrates	- demonstrates
		the task	sufficient	pronunciation	limited range of
	relevant		knowledge of the	which is mostly	vocabulary and
		- includes some of	norms of the	clear and natural	grammatical
	contains	the content from the	specific task type		structures which the
	inaccuracies.	text		- uses intonation	student is expected
	inaccuracies.	(written/audio/video)	· ·	which is	to produce at the
	A response at		' ' '	sometimes	required level
	this level is	ala a 1960 to 1	format and	effective to	·
	characterised by	- shows difficulties in	register	convey the	- contains errors in
	at least three of	understanding of the		message	vocabulary and
	the following:	task purpose and the			grammar structures
		target audience	ideas in a	- uses sentence	which do not hinder
		- has some errors in	relatively effective		comprehension
		logical organisation	_	stress generally	
		and consistency	way	accurately	
		though they do not	- mainly holds the	- maintains	
			· ·	overall flow of	
		with communication		speech despite	
		of the message		some hesitations	
		e. a.e message	partner	20e nesitations	
2		Contair	ns the features of 3	and 1	
	The recognition				The answer
	The response is very limited in	The answer	The student	The student	The answer
	content or	- partially addresses	- demonstrates	- demonstrates	- demonstrates
	1	the task	insufficient	unclear	minimal control
	coherence or is		l	l	over vocabulary
	conference or is		knowledge of the	pronunciation	
	only minimally	- provides		pronunciation and/or	and grammatical
	only minimally connected to	- provides insufficient content	norms of the	ľ	
	only minimally connected to the task. A	- provides insufficient content from the text	norms of the specific task type	and/or inappropriate	structures adequate
	only minimally connected to the task. A response at this	- provides insufficient content from the text (written/audio/video)	norms of the specific task type - produces text	and/or inappropriate	structures adequate to the required leve
	only minimally connected to the task. A response at this level is	- provides insufficient content from the text (written/audio/video) relevant to the task	norms of the specific task type - produces text with an	and/or inappropriate intonation which prevents clear understanding	structures adequate to the required leve - uses language
	only minimally connected to the task. A response at this level is characterised by	- provides insufficient content from the text (written/audio/video) relevant to the task	norms of the specific task type - produces text with an inconsistent or	and/or inappropriate intonation which prevents clear understanding	structures adequate to the required level - uses language which is difficult to
	only minimally connected to the task. A response at this level is characterised by at least three of	 provides insufficient content from the text (written/audio/video) relevant to the task shows a lack of 	norms of the specific task type - produces text with an inconsistent or incons	and/or inappropriate intonation which prevents clear understanding - fails to	structures adequate to the required level - uses language which is difficult to understand, due to
	only minimally connected to the task. A response at this level is characterised by at least three of the following:	 provides insufficient content from the text (written/audio/video) relevant to the task shows a lack of understanding of the 	norms of the specific task type - produces text with an inconsistent or inappropriate format and	and/or inappropriate intonation which prevents clear understanding - fails to maintain overall	structures adequate to the required level - uses language which is difficult to understand, due to errors in vocabulary
	only minimally connected to the task. A response at this level is characterised by at least three of the following:	- provides insufficient content from the text (written/audio/video) relevant to the task - shows a lack of understanding of the task purpose and	norms of the specific task type - produces text with an inconsistent or inappropriate format and	and/or inappropriate intonation which prevents clear understanding - fails to	structures adequate to the required level - uses language which is difficult to understand, due to
	only minimally connected to the task. A response at this level is characterised by at least three of the following:	 provides insufficient content from the text (written/audio/video) relevant to the task shows a lack of understanding of the 	norms of the specific task type - produces text with an inconsistent or inappropriate format and register	and/or inappropriate intonation which prevents clear understanding - fails to maintain overall flow of speech due to frequent	structures adequate to the required level - uses language which is difficult to understand, due to errors in vocabulary
	only minimally connected to the task. A response at this level is characterised by at least three of the following:	- provides insufficient content from the text (written/audio/video) relevant to the task - shows a lack of understanding of the task purpose and audience	norms of the specific task type - produces text with an inconsistent or inappropriate format and register - fails to	and/or inappropriate intonation which prevents clear understanding - fails to maintain overall flow of speech due to frequent hesitations	structures adequate to the required level - uses language which is difficult to understand, due to errors in vocabulary and grammatical
	only minimally connected to the task. A response at this level is characterised by at least three of the following:	- 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	norms of the specific task type - produces text with an inconsistent or inappropriate format and register - fails to communicate	and/or inappropriate intonation which prevents clear understanding - fails to maintain overall flow of speech due to frequent	structures adequate to the required level - uses language which is difficult to understand, due to errors in vocabulary and grammatical
	only minimally connected to the task. A response at this level is characterised by at least three of the following:	- 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	norms of the specific task type - produces text with an inconsistent or inappropriate format and register - fails to communicate ideas in an	and/or inappropriate intonation which prevents clear understanding - fails to maintain overall flow of speech due to frequent hesitations which place strain on the	structures adequate to the required level - uses language which is difficult to understand, due to errors in vocabulary and grammatical
	only minimally connected to the task. A response at this level is characterised by at least three of the following:	- 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	norms of the specific task type - produces text with an inconsistent or inappropriate format and register - fails to communicate ideas in an effective and	and/or inappropriate intonation which prevents clear understanding - fails to maintain overall flow of speech due to frequent hesitations which place	structures adequate to the required level - uses language which is difficult to understand, due to errors in vocabulary and grammatical
	only minimally connected to the task. A response at this level is characterised by at least three of the following:	- 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	norms of the specific task type - produces text with an inconsistent or inappropriate format and register - fails to communicate ideas in an	and/or inappropriate intonation which prevents clear understanding - fails to maintain overall flow of speech due to frequent hesitations which place strain on the	structures adequate to the required level - uses language which is difficult to understand, due to errors in vocabulary and grammatical
	only minimally connected to the task. A response at this level is characterised by at least three of the following:	- 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	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	and/or inappropriate intonation which prevents clear understanding - fails to maintain overall flow of speech due to frequent hesitations which place strain on the	structures adequate to the required level - uses language which is difficult to understand, due to errors in vocabulary and grammatical
	only minimally connected to the task. A response at this level is characterised by at least three of the following:	- 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	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	and/or inappropriate intonation which prevents clear understanding - fails to maintain overall flow of speech due to frequent hesitations which place strain on the	structures adequate to the required level - uses language which is difficult to understand, due to errors in vocabulary and grammatical
	only minimally connected to the task. A response at this level is characterised by at least three of the following:	- 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	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'	and/or inappropriate intonation which prevents clear understanding - fails to maintain overall flow of speech due to frequent hesitations which place strain on the	structures adequate to the required level - uses language which is difficult to understand, due to errors in vocabulary and grammatical
	only minimally connected to the task. A response at this level is characterised by at least three of the following:	- 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	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	and/or inappropriate intonation which prevents clear understanding - fails to maintain overall flow of speech due to frequent hesitations which place strain on the	structures adequate to the required level - uses language which is difficult to understand, due to errors in vocabulary and grammatical
	only minimally connected to the task. A response at this level is characterised by at least three of the following:	- 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	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	and/or inappropriate intonation which prevents clear understanding - fails to maintain overall flow of speech due to frequent hesitations which place strain on the	structures adequate to the required level - uses language which is difficult to understand, due to errors in vocabulary and grammatical
	only minimally connected to the task. A response at this level is characterised by at least three of the following:	- 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	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	and/or inappropriate intonation which prevents clear understanding - fails to maintain overall flow of speech due to frequent hesitations which place strain on the	structures adequate to the required level - uses language which is difficult to understand, due to errors in vocabulary and grammatical
	only minimally connected to the task. A response at this level is characterised by at least three of the following:	- 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	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	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	structures adequate to the required level - uses language which is difficult to understand, due to errors in vocabulary and grammatical structures

