KAZAKH-BRITISH TECHNICAL UNIVERSITY

KBTU

SCHOOL OF NATURAL AND SOCIAL SCIENCES

APPROVED
Dean of SNSS
Renat E.Beissenov
«_____»_____ 2024
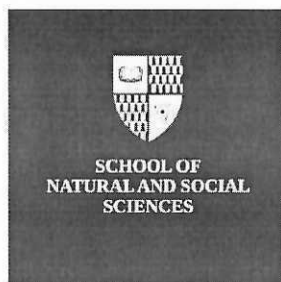
SYLLABUS

Discipline: Merging Personal and Global Evolution
Level: Upper-Intermediate_B2
Number of Credits: 5
Semester: Spring 2024
Pre-requisite course: English 1_B2
Post-requisite courses: LAN1143 English1_C1; LAN1153 Cross-Cultural Communication, LAN1109 Business Negotiations&Correspondence
Course/Syllabus Compilers: Victoria Polozova, Aigerim Akasheva, Saltanat Zarykbay, Aiman Kadyrbekova, Nursultan Ashirimbetov

Information on the Instructor	Time and Place		Contact Information
	Days & Hours	Office Hours	E-mail:
Victoria Polozova Saltanat Zarykbay Aigerim Akasheva Aiman Kadyrbekova Nursultan Ashirimbetov	Monday, Wednesday, Friday	TBA	v.polozova@kbtu.kz s.zarykbay@kbtu.kz a.akasheva@kbtu.kz a.kadyrbekova@kbtu.kz n.ashirimbetov@kbtu.kz at MS Outlook, MS Teams

1. Introduction and Course Description

The course is designed with the aim of raising first year students' awareness about the concepts and factors of developmental issues at both individual and societal levels.

The course facilitates the enhancement of students' world perception through the Sociology and Political Science approaches considering the current challenges faced by the humankind and ways to achieve the sustainable goals in the seventeen spheres of life specified in the UN programmes for Sustainable Development Goals (SDG). It is also aimed at students' further integration in academic environment and fosters the problem-solving and task-oriented skills.

2. Course Objectives and Intended Learning Outcomes

Objective

Raising first year students' awareness about the 17 United Nations SDGs and their impact on personal and global evolution.

Intended Learning Outcomes

Upon successful completion of the course, students are expected to

- understand the basic psychological concepts of personal evolution
- research the social aspects of global evolution using critical thinking
- analyse case studies on 17 UN SDGs, identifying a problem and suggesting solutions
- compress and order the information from articles or videos graphically and in writing
- express confidently in speaking and writing, using the relevant structure and thesaurus related to the UN concepts

3. Learning Support Materials

A.Maley&N.Peachey 2017, Integrating global issues in the creative English language classroom: with reference to the United Nations Sustainable Development Goals, British Council 2017

Recommended online resources and useful links

Research and Citation, Purdue University Online Writing Lab available at:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide

UNODC United Nations Office on Drugs and Crime www.unodc.org
Global Resource for Anti-Corruption Education and Youth Empowerment
https://grace.unodc.org/grace/academia/module-series-on-anti-corruption.html?lf_id=
https://worldslargestlesson.globalgoals.org/
https://sdgs.un.org/goals
https://sdg.iisd.org/

Sample video materials

- Educating the next generation of a Madagascar family | UNICEF at
  https://www.youtube.com/watch?v=A53NK6DJzVw
- Aya's Story at https://www.youtube.com/watch?v=dFqiYM2l9w8
- Bringing the magic of school to South Sudan | UNICEF at
  https://www.youtube.com/watch?v=oGe2KgkphRI

4. Week by Week Course Outline

*Please note that although the instructor(s) will make an effort to adhere to the course calendar, adjustments may be made for a variety of reasons, including holidays, technical problems, and student performance.

Week/Date	Hours	Class Work	TSIS (at the Instructor's discretion)	SIS
1	3	**Add-drop week** Course preliminaries: Acquaintance and introduction to the course content, syllabus, and requirements Familiarisation with UN Sustainable Development Goals, resource 3. Ch.22 p.195 Overview of TSIS (project work/Coursera online programmes) and SIS activities APA 7th edition requirements		
2	3	SDG 16 Peace, Justice and Strong Institutions (Corruption) SDG 17 Partnerships for the Goals	Students' cases or reports on any topic under consideration	Introduction to SIS: Guidelines for Project work on SDGs
3	3	SDG 11 Sustainable Cities and Communities SDG 12 Responsible Consumption and production	TSIS 1 Turnitin.com	SIS Research topic
4	3	SDG 10 Reduce Inequalities SDG 8 Decent Work and Economic Growth Production		SIS1 Mind-map
5	3	SDG 9 Industry, Innovation and Infrastructure	TSIS 2	
6	3	SDG 1 No Poverty SDG 2 Zero Hunger		SIS 2 Literature review + summary Turnitin.com

7	3	Mid-term exam, SDG Goals Research proposal presentation based on SIS 1-2		
8	3	SDG 5 Gender Equality	TSIS 3	
9	3	SDG 4 Quality Education SDG 3 Good Health and Well-Being		SIS 3 Google Forms Survey
10	3	SDG 6 Clean water and Sanitation		
11	3	SDG 7 Affordable and Clean Energy		SIS 4 Survey report presentation
12	3	SDG 14 Life below Water SDG 15 Life on Land	TSIS 4	
13	3	SDG 13: Climate Action		SIS 5 Abstract Final Exam Part1 10% Turnitin.com
14	3	Course review, final exam preparation		
15	3	Final Examination Part 1 Research Portfolio defense 20%		
Final Exam	3	Final Examination Part 2 Summary writing 10% - 60 min.		

5. Teaching Methodology

The course is student-oriented and is focused on the problem-solving and task-based approaches by way of further developing the four key language skills, namely, reading, writing, listening, and speaking in a diverse academic context by way of individual, pair, and groupwork activities.

As for listening and reading, the hypertexts introduce one subject area explored through two different academic disciplines and two distinct genres. This allows students acquire listening and reading strategies in an authentic academic environment.

As for writing and speaking, special attention will be given to developing critical thinking and reasoning skills by means of various communicative activities, in-class presentations, collaboration and teamwork.

Office hours will be conducted via MS Teams at the time slot as agreed by teachers and students.

NOTE: LATE SUBMISSIONS ARE NOT ACCEPTED UNDER ANY CIRCUMSTANCES EXCEPT FOR A VALID HOSPITALISATION PROOF.

To effectively use the blend of offline and online teaching and learning, the following ICT platforms and apps are involved:

- Microsoft Office 365 Teams for online office hours, files storage and access, for communication in breakout rooms, for SIS assignments and feedback, for formative assessment, etc.

- Coursera.com for self-study and self-assessment,
- KBTU Uninet (WSP) for course materials storage (syllabus, guidelines, list of literature, sample formative, midterm and final tests/zero exam cards etc), regular update of TSIS and SIS assignments
- Turitin.com for written assignments

6. Course requirements and assessment

There are three parameters for assessment of students' performance in the course which include **in-class assessment/Class Work, student's independent study/SIS and teacher supervised independent study/TSIS**. T/SIS assignment guidelines with their templates/samples, and assessment rubrics developed by course instructors for students will be available in Uninet/Teams folders.
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In-class assessment/CW

is delivered through participation in class activities. Students must participate fully in every class. While attendance is crucial, merely being in a class does not constitute "participation". Participation means coming to a class prepared to learn, ask questions and interact, practice using the course materials, take part in discussions and debates.

Attestation 1: In-class assessment (5 points maximum) is an average of participation.
Attestation 2: In-class assessment (10 points maximum) is an average of participation.

Participation assessment is an average of all the marks earned for class activities (10 points)

Points number	10-9 points	8-7 points	6-5 points	4-3 points	2-1 point	0 point
Class participation rubric	Proactive contribution to and consistent work on class assignments the entire time.	Active contribution to and consistent work on class assignments for most of allotted time.	Rare contribution to class activities for some of the allotted time.	Poor contribution to class assignments and having trouble on staying on tasks	Unwillingness to contribute to class assignments	Absence from the class

The writing rubric consists of task achievement and language accuracy assessment relevant to the CEFR descriptor (B2/Upper-Intermediate). An average of two marks is taken to calculate the number of points given to a student in this part of the test.

Assessment	5 points	4 points	3 points	2 points	1 point
Task achievement	Excellent achievement. Perfectly fulfils the expectation for the assignment with no room for improvement	Good achievement. Successfully fulfils the expectation for the assignment with little room for improvement	Satisfactory achievement. Needs some work to fulfil the expectations for assignment, but shows	Poor achievement. Responds to the task in a minimal way or answer is tangential	Bad achievement. Does not adequately address any part of the task

			enough effort.		
Language accuracy	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.	Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on the topic	Has a repertoire of basic language, which enables him/her to deal the task, though he/she will generally have to compromise the message and search for words.

TSIS assessment

TSIS assignments include tasks on writing and speaking based on reading and listening on the topics of the course. Parameters of TSIS assessment are task achievement and language accuracy (see the rubric above), the detailed rubric for each TSIS assignment is included in the TSIS guidelines (see UNINET/TSIS folder).

Written assignments (independent work) must be handed or sent to Tirnitin.com in time specified. All writing is expected to demonstrate an upper intermediate level of academic writing. Late papers are **NOT** accepted or downgraded upon acceptance as agreed before with the course instructor. Speaking tasks must be presented at the lesson only in due date, late presentation is **NOT** allowed. **Attestation 1: TSIS assessment (10 points) is an average of all the marks earned (for homework done outside of class in the attestation period.**
Attestation 2: TSIS assessment (10 points) is the sum of writing tasks (average 5 points) and speaking tasks (average 5 points).
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Students Independent Study/SIS assessment

The SIS activities involves research work and Coursera that initiates study skills and reinforces the specific focus areas stated in the course syllabus. The Coursera is confirmed by the certificate and the SIS research results.

Attestation 1: SIS (SDGs research SIS + Coursera=10 points maximum).
Attestation 2: SIS (SDGs research SIS + Coursera=10 points maximum).

NOTE: LATE SUBMISSIONS ARE NOT ACCEPTED UNDER ANY CIRCUMSTANCES EXCEPT FOR A VALID HOSPITALISATION PROOF.

Mid-term assessment accounts for 5%

5 points to identify the students' progress in Research proposal writing based on SIS submitted in turnitin.com.

Final exam assessment accounts for 40%

1. SIS 5 Abstract writing 10%
2. Portfolio presentation defense 20%

3. Summary writing (60 min.) 10%

Grading Breakdown

	1st Attestation	2nd Attestation	Final Exam	Total
CW Classwork assessment	5%	10%		
SIS	10%	10%		
TSIS (Home assignments)	10%	10%		
Midterm	5%			
Total	**30%**	**30%**	**40%**	**100 %**

Literature used for compiling the rubrics

Class participation rubric (2021) at
> https://www.winthrop.edu/uploadedFiles/cvpa/THEATREDANCE/library/pdfs/Assessment_
> Databank/theatre/THRA121ParticipationRubric.pdf

Common European Framework of Reference for Languages: Learning, teaching, assessment
> http://ebcl.eu.com/wp-content/uploads/2011/11/CEFR-all-scales-and-all-skills.pdf

7. Timetable for Assessment Submission

#	Assessment	Session																Points
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	In-class assessment	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	15
2	TSIS				*	*		*		*	*		*	*		*		20
3	SIS				*		*			*			*					20
4	Mid-term								*									5
5	Final Exam															*	*	40
	Total																	100

8. Grading policy

At the end of the course a total final score is a cumulative measure of the attendance and submitted work. The final rating will be offered according to the scale of assessments adopted at KBTU.

The grading scale is as follows:

95-100	A	75-79		59		
90-94	A-	70-74	C+	50-54	D	
85-89	B+	65-69	C	Below 50	F	
80-84	B	60-64	C-			

9. Academic Integrity

Academic Integrity means ensuring high standards in all academic activities including studying, research, writing and being honest in academic work. Not acknowledging the work of others and not providing credit where other people's ideas are used as part of presenting the arguments is considered as plagiarism. It means presenting someone else's work as your own, even with their consent. If the work or ideas of others in assignments submitted first time in turnitin.com is not acknowledged, the second chance to re-submit is granted. However, the second time this may apply, it is regarded as

plagiarism and is assessed as '0'. If it is plagiarised the third time, it is an Academic Misconduct and results in failing the entire course.

Cheating on exams and assignments will not be tolerated and will be dealt with according to the policies and procedures of KBTU.

10. Conduct

Students are required:
- to be respectful to the teacher and other students;
- to switch off mobile phones during classes;
- to meet the deadlines;
- to come to classes prepared and actively participate in classroom work;
- to enter the room before the teacher starts the lesson;
- to attend all classes. No make-up tests are allowed unless there is a valid reason for missing them;
- to follow KBTU academic policy regarding **W, AW, I, F** grades.

Students are encouraged to
- consult the teacher on any issues related to the course;
- make any proposals on improvement of the academic process;
- monitor their continuous assessment throughout the semester.

Students must abide by all course management issues according to KBTU policies and procedures

Should students wish to raise issues regarding their grades, they must follow KBTU procedures.

Should students wish to raise issues regarding the conduct of the instructor (s), they should contact the Office of the Dean, Room 332.

11. Students' agreement

I have read the course requirements and agree to comply with them:

Group 1

	Name	Signature	Date
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Course Instructor:

Appendix 1 **Summary evaluation rubrics**

	9-10 points	7-8 points	5-6 points	3-4 points	Less than 3 to 0 points
Content	Correctly identifies the main idea in a clear manner. Demonstrates a good understanding of the main ideas and the complexity of ideas in the text. Clearly states all important details.	Correctly identifies most of the main idea in a complete sentence. Understanding of the main ideas and the complexity in the text is consistent. States all important details in an adequate way.	Identifies important but not the main idea in a complete sentence. States only two important details. Understanding of the main ideas in the text is uneven/incomplete.	Identifies a detail but not the main idea in a complete sentence. States only one important detail but not in a precise way. The response demonstrates a weak understanding of the main ideas in the text.	The response demonstrates little or no understanding of the main ideas in the text.
Structure and cohesion	The response effectively integrates a critical discussion of ideas in the text with relevant elements of the writer's reading and experience, has a clear and specific introduction and concluding statement. Effectively uses cohesive devices to link the paragraphs. A clear summary of 80-100 words.	The response competently integrates a critical discussion of ideas in the text with relevant elements of the writer's reading and experience. Well organized with appropriate text structure, adequate introduction and conclusion. Effectively uses cohesive devices to link the paragraphs. A clear summary of less than 80/more than 100 words.	The response integrates some ideas from the text with some relevant elements of the writer's reading and experience in an uneven manner. Organized, shows an awareness of the text structure, with a weak concluding statement. Some attempts to use cohesive devices to link the paragraphs. A weak summary. Less than 80 words/more than 110 words.	There is little integration of ideas from the text with elements of the writer's reading and experience. Shows some attempts at organizing the text. Body paragraphs are too detailed with little or no cohesion. Concluding statement does not fully summarize the idea of the article/does not restate the introduction. A poor summary of about 100 words.	There is minimal, if any, integration of ideas from the text with elements of the writer's reading and experience. Body paragraphs are too detailed. Includes only some concluding words. An attempt to summarise the original text in 50 words.
Paraphrasing	Mainly uses only own statements, paraphrases about 85%. No more than 3 words in a row taken directly from the text	Paraphrases about 75 % of the text. One sentence contains more than 4 words in a row taken directly from the text	Paraphrases about 65% of the original sentences. Two sentences contain more than 4 words in a row taken directly from the text	Three sentences contain more than 4 words in a row taken directly from the text	Demonstrates 50% of paraphrasing (except for specialist terms) or plagiarises the entire article and results in getting 0 points.
Grammar	Uses a variety of complex structures, with a good control of grammar and punctuation, but may	Uses a mix of simple and complex sentence forms, with some errors in grammar	Uses simple sentences accurately, attempts complex sentences, punctuation is	Uses only a limited range of structures, makes frequent errors in prepositions/articles, and punctuation but it	Uses simple and incomplete sentences, errors (misuse of parts of

	make a few occasional mistakes in word choice/spelling/word formation.	and punctuation, which have only a slight impact on the clarity. Confident use of relevant grammar.	mainly correct. Attempts to use relevant grammar.	does not cause much difficulty for the reader. Attempts to use passive voice and unreal condition.	speech, verb forms, tenses), and incorrect punctuation.

Developed by Tatyana Shershneva, Saule Temirkhanova, Saltanat Zarykbay, Viktoriya Polozova, Aigerim Akasheva

Appendix 2

Academic Writing Error Correction

v = good point / good idea

vv = very good point

? = confusing

^ = missing word

T = Tense

Gr = Grammar

A = Article (a, an, the, /)

WW = Wrong Word

WF = Wrong form

Coll = Collocation

W/O = Word Order

Inf = informal

Prep = Preposition

P = Punctuation

R = repetition

Sp = Spelling

RC = Relative clause (which, that, who etc..)

Ref = in-text reference problem

Cau = caution (too strong – soften with could, may, might, appears, possibly)