

English for International Communication

OLGA BLINOVA

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Course description

This course is designed to give students advanced practice in different kinds of speaking, writing, and listening. It includes prepared and unprepared speech; polylogues, dialogues, monologues; summaries, essays, reports; listening to various English accents in order to understand overall information and details. During the course, the students will prepare and give short talks and presentations on various topics including a research presentation. The students will be familiarized with theory of argumentation and debating, take part in formal and informal debates, and write argumentative essays.

Aims:

- to practise various spoken and written speech types and forms;
- to practise strategies of effective communication;
- to raise awareness of and practise functional language used in dialogues and polylogues (dealing with problems; checking understanding; agreeing and disagreeing, etc.);
- to raise awareness of and practise formal speaking/writing conventions;
- to enrich vocabulary and practise collocations;
- to develop listening skills (listening for general information and listening for specific information);
- to raise awareness of different varieties of English and their territorial differences;
- to raise awareness of language learning strategies (enriching vocabulary, developing speaking and listening skills);
- to revise relevant grammar points.

Course requirements, grading, and attendance policies

Attendance

Regular attendance is crucial to doing well in this course. Excessive tardiness might affect students' final grades.

Home assignments

Home assignments, submitted after the deadline, will receive a failing grade. Late work is accepted only under extenuating circumstances, if the professor is informed about them before the due date, and only during the current module.

Grading

Throughout the course the students will gain raw score, which then will be transferred to the 5-point scale (see table below).

Raw score includes:

- class participation
- home assignments
- vocabulary, grammar, functional language tests
- short 4-5 min talk (report on a given topic)
- presentations
- debates
- individual vocabulary list
- essays
- summaries
- reports
- emails

The final grade for the course will be calculated based on the sum of all raw points gained throughout the academic year.

The grading breakdown for each module comprises:

Class attendance and participation	20%
Written assignments	25%
Oral assignments	25%
Intermediate quizzes and midterm tests	30%

Grade conversion table

Grade	% of raw score
5+	> 95%
5	90% - 95%
5-	86% - 89%
4+	80% - 85%
4	76% - 79%
4-	70% - 75%
3+	66% - 69%
3	60% - 65%
3-	56% - 59%
2	< 56%

Make-ups

Make-ups are allowed during the first two weeks of the next module only if a student has got a "2" for the module. The student's make-up grade will not be higher than 3+ in the first make-up and 3- in the second one.

Course contents

The course duration is 168 contact academic hours throughout modules 1 – 5, September to May. Students attend classes twice a week, and each session lasts 3 academic hours.

Topics:

Environmental Issues and Approaches
Economics of Happiness
Work-life Balance and Working from Home
Global powers
Wealth Redistribution vs Self-Reliance
Immigration
Corruption in Today's World
Security and Freedom
Global Terrorism
Economic Competition
Free Speech
Behavioral and Neuroeconomics
Death Penalty
Body Language and Lie Spotting Techniques

Oral performance skills:

- Making a script: drafting, outlining, revising
- Determining the central idea and the purpose
- Three-part format: introduction, body, conclusion
- Style: formal/informal
- Rhetorical strategies: cause and effect, comparison/contrast, argumentation
- Cohesion means according to the rhetorical mode
- Data: defining key terms, bringing about facts and statistics; visuals and explaining visuals
- Avoiding plagiarism: citing sources orally and in captions
- Language and saying it with style (impact)
- Intelligibility and pronunciation
- Q&A session

Written Communication skills:

- Features of Formal and Informal Style
- Features of various genres written English: reports, essays, literature reviews
- Cohesion and Coherence
- Markers of Objectivity and Subjectivity in English
- Describing data
- Classical Argument structure
- Open / Closed argument

- The Toulmin system of argumentation
- Ethos, Logos, Pathos
- Avoiding logical fallacies
- Citing sources and avoiding plagiarism
- Paraphrasing strategies.

Soft skills:

- Networking and keeping conversation going
- Resolving conflicts
- Tentative language
- Asking for clarification
- Agreement/disagreement strategies
- Saying 'no' politely
- Apologies and expressing sympathy
- Taking turns in discussion
- Job interview
- Debating

Listening skills:

- Comprehend ~90% of the content and meaning of an academic lecture, with the ability to summarize main ideas and record significant details
- Expand the range of comprehension to include various media and genres
- Be able to understand humour and the implicit meaning of a message
- Be able to comprehend various World English accents

Description of course methodology

The teaching method pursues the communicative, task-based, and learner-centered approaches to teaching English as a foreign language. During the session, the teacher acts as a facilitator motivating the students to give opinions on controversial topics, and simultaneously teaching them an academic discussion appropriate for a multicultural setting by employing effective conversation and language patterns. To achieve the learning goals of the course, students at every class are involved in various collaborative tasks: paired and group discussions, brainstorming, role playing, dialogues, peer reviewing.

Besides regular classes, students are encouraged to attend workshops and tutorials organized by consultants at the Writing and Communication Center. They can also gain assistance at individual tutorials.

All open-ended tasks are assessed through rubrics.

Sample Rubrics

Debates Assessment Rubric

Each criterion is worth 2 points unless stated otherwise

Content and Structure:		
1.	The discussion starts with a brief introduction of the topic.	/1
2.	The discussion finishes with a conclusion	/1
3.	The arguments correspond to the given topic	
4.	Each argument has an explicit pattern of organisation (claim – support - inference).	/3
5.	Claims are provided with relevant and effective support	/3
6.	In each argument there is an explicit inference	/3
7.	Each argument or counterargument is consistent with and explicitly builds on the previous one.	
8.	The speaker uses at least two debating strategies	
Interaction		
9.	There is a lively discussion rather than an ordered set of individual talks.	
10.	Group members show interest verbally or otherwise in what others are saying (instead of taking advantage of this time to revise their notes)	
11.	Speakers maintain an adequate level of eye-contact with each other	
12.	The speaker uses at least 3 functional language expressions from different sections (clarifying, dis/agreeing, stating opinion etc.)	
13.	The speaker naturally fills the pauses caused by breakdowns of different nature	/1
Language and Pronunciation		
14.	The speaker uses vocabulary accurately and appropriately (no more than 3 mistakes).	
15.	Vocabulary range: synonyms are used to avoid repetitions and academic vocabulary is used instead of general vocabulary equivalents wherever possible	
16.	Grammar rules are observed (no more than 3 minor mistakes)	
17.	The speaker uses a variety of connectors	
18.	The speaker complies with the academic register	
19.	Most words are pronounced correctly with no more than 1 pronunciation error	
20.	The speaker displays minimal bias and appears to be objective (when presenting evidence) through the use of cautious language	/1
Technicalities		
21.	The speaker acknowledges at least one source of their arguments, evidence etc.	
22.	Each speaker takes a turn of around 5 minutes altogether	

23.	No speakers dominate the discussion	
24.	The speaker does not read off their notes	
Total:		/47

Student _____

Presentation Rubric. Research paper

Score ___/50

The paper on which the presentation is based has to be emailed no later than **Monday** before the talk

Criteria	1 point each unless stated otherwise *	1 point each unless stated otherwise	1 point each unless stated otherwise
Structure	<ul style="list-style-type: none"> - the presentation is clearly divided into Introduction, Body and Conclusion - the presentation starts with a 'hook' - conclusion is presented as a summary (2 points) 	<ul style="list-style-type: none"> - introduction contains the topic (purpose) - introduction contains the outline of the presentation - there are smooth logical transitions between the parts of the presentation 	<ul style="list-style-type: none"> - introduction includes a greeting, introduction and the rules for asking questions - the speaker uses a variety of connectors
Content	<ul style="list-style-type: none"> - the content corresponds to the topic - the time limit of 8-10 minutes is observed - the speaker adjusts presented material to the level/knowledge of the target audience 	<ul style="list-style-type: none"> - each part of the Body has an explicit pattern of organization (key statement and development) (3 points) - the speaker complies with the academic register (2 points) 	<ul style="list-style-type: none"> - the vocabulary (<i>esp. terms</i>) that might be unfamiliar to the audience, but is crucial for understanding the presentation, is clearly explained during or before the talk
Language	<ul style="list-style-type: none"> - the grammar is generally appropriate with up to 3 non-impeding inaccuracies - the vocabulary is generally appropriate with up to 3 non-impeding inaccuracies - the speaker naturally fills the pauses caused by breakdowns of different nature 	<ul style="list-style-type: none"> - vocabulary range: synonyms are used to avoid repetitions - the speech contains an appropriate amount of academic vocabulary (instead of general vocabulary equivalents) 	
Target Language	<ul style="list-style-type: none"> - the speaker appropriately uses presentation clichés in the introduction - the speaker appropriately uses presentation clichés as transition signals - the speaker appropriately uses presentation clichés to invite questions 	<ul style="list-style-type: none"> - speaker appropriately uses functional language for dealing with questions - the speaker uses up to 7 collocations from his/her list (based on the paper presented); 	<ul style="list-style-type: none"> - hedging (caution) strategies are used efficiently - the speaker uses 8 or more collocations from his/her list (based on the paper presented); - a printed copy of the collocations list is provided;
Manner of Delivery	<ul style="list-style-type: none"> - the presentation is given without reading off the slides or paper/notes - speaker maintains an adequate level of eye-contact (2 points) 	<ul style="list-style-type: none"> - the presenter appears to speak with confidence, maintaining a certain level of dynamics and keeping an appropriate posture and body language 	<ul style="list-style-type: none"> - when answering questions, the speaker interacts with ease and responds appropriately

<p>Visual aids</p>	<ul style="list-style-type: none"> - each visual is well readable (font, color) - each visual contains only key words and phrases without complete sentences - presentation as a whole has an adequate balance of graphic and verbal information 	<ul style="list-style-type: none"> - the visuals are prepared in a certain style consistent throughout the presentation - each visual has a heading relevant to the overall topic of the presentation 	<ul style="list-style-type: none"> - the visuals conform to the academic register avoiding inappropriate graphics or words, unless explicitly justified by the presenter
<p>Pronunciation and speech</p>	<ul style="list-style-type: none"> - the speech is characterized by fluency and adequate pace - most key terms are pronounced correctly (up to 1 pronunciation error) - articulation is distinct and speech is loud enough ensuring clarity and understanding (2 points) 	<ul style="list-style-type: none"> - all key terms are pronounced correctly - pauses are used between sections of the presentation 	<ul style="list-style-type: none"> - most words are pronounced correctly (up to 2 pronunciation errors) - speech flow is natural

* - if the score in the first column is **less than maximum**, the points from the subsequent columns of this criterion are **not added** to the score

Extended Home Assignment (report):

<p>CRITERIA</p>	<p>EXAMPLE</p>	<p>SCORE (46 points max)</p>
<p>CLEAR STRUCTURE</p>	<p>Follow the <i>introduction</i> → <i>body</i> → <i>conclusion</i> structure. You may (but don't have to) include sections and subsections, e.g.</p> <ol style="list-style-type: none"> 1. <i>Introduction.</i> 2. <i>Background.</i> 3. <i>Aspect A.</i> <ol style="list-style-type: none"> 3.1. <i>Aspect A from this angle</i> 3.2. <i>Aspect A from that angle</i> 4. <i>Aspect B.</i> 5. <i>Criticism of ...</i> 6. <i>Conclusion.</i> <p>(→ points 2-5 are given as an example, you do not have to include these very sections).</p>	<p>0-5 points</p>
<p>ORGANIZATION</p>	<p>Clear and logical order of information</p>	<p>0-5 points</p>
<p>STYLE</p>	<p>Academic writing style, i.e. use of:</p> <ul style="list-style-type: none"> • <i>impersonal structures</i> • <i>nominalizations</i> • <i>neutral/formal vocabulary (no colloquialisms)</i> • <i>no contractions etc</i> 	<p>0-5 points</p>
<p>CONTENTS</p>	<p>Strong use of examples, evidence, factual data or relevant details</p>	<p>0-5 points</p>

VOCABULARY	<p>Adequate Word Choice:</p> <ul style="list-style-type: none"> • a min. of 15 topical vocabulary items (from either topic) that must be used appropriately, not just to fulfill this requirement; • good vocabulary range (no unnecessary repetitions of the same word excluding terminology). 	<ul style="list-style-type: none"> • 0,6 points for each of the 15 first topical vocab. items; • 5 points off the final score if fewer than 10 or no topical vocab. items are used; • 0-5 points for vocabulary range.
GRAMMAR ACCURACY	<p>Adequate Grammar Usage e.g.</p> <ul style="list-style-type: none"> • <i>Subject/verb agreement</i> • <i>Verb (tense)</i> • <i>Articles (e.g. remember that uncountables like research take no article)</i> • <i>etc.</i> 	0-10
NO PLAGIARISED BITS	Six consecutive words identical to another source will be considered plagiarism.	<ul style="list-style-type: none"> • - 2 points per each plagiarised sequence; • more than 4 plagiarised sequences will result in paper disqualification.
PROPER CITATION of source material	For citation styles please see http://www.plagiarism.org/citing-sources/citation-styles/ and choose the one you like better. You may use additional sources. The important part is to cite the source, not get the commas right.	0-2 points
WORD COUNT	800 — 1,000 words (you may exceed it <i>slightly</i>). Papers below the word limit will not be accepted.	
DEADLINE	Submitting the paper after the deadline will result in a 1-point reduction per day.	

Changes in syllabus

The above outline is 'tentative' and can be altered based on the decision of the professor.

Sample tasks for course evaluation

VOCABULARY TEST SAMPLE 1

Substitute the words in bold using topical vocabulary.

Scoring: 1 point per question if you provide a topical vocabulary item, 1/2 per question if you use an appropriate synonym not on the list.

1. Two other **mistakes** pointed out by Mr. Hederman are that taxes and benefits from noncash programs that help the poor are not included.
2. Within the investment category, mining investment, **stimulated** by high prices for natural resources, was particularly strong.
3. As the population continued to grow unchecked, the number of people would eventually **exceed** the ability of the land to generate enough food.
4. The two economists, who have written a **lot** on the problem of estimating world economic growth, estimate that the world economy (based on their sample of 122 countries that account for 95% of world GDP) grew at a rate of just 2.20% from 1990–1995.
5. In the context of a competitive market, this view of market processes as a **win-lose** game—one in which the gains for one person come only as a result of losses for another—is wrong.
6. Jonathan Parker essentially argues that the statistical models built to date are ultimately inadequate and that we will only be able to get at the answer as better and more **clarified** studies are conducted.

___ / 6

VOCABULARY TEST SAMPLE 2

In the space provided, write an imaginative paragraph (~ 200 words) utilizing any 5 of the above vocabulary words from “A” and any 5 from “B”. Be sure to underline the vocabulary words you select.

A	<i>a ripe area for exploration — risk-prone — risk-averse — propensity — susceptible — vulnerable — taxonomy — striking — grounded — compelling — rooted — (two)fold</i>
B	<i>to entail — to allocate — to underlie — to sustain damage — to contemplate — to exhibit — to underscore — to suffice — to loom large</i>

Scoring: 10 points for appropriate vocab. use, 5 points for overall language range and accuracy.

Test. Revision. Sample

1) *Provide words and expressions from the lists for the definitions below (1 pt)*

1. to move similar things from one position or place to another, often to give an appearance of activity when nothing useful is being done _____
2. to be able to live or deal with a situation with difficulty, usually by having just enough of something you need, such as money (phr v) _____
3. to be not satisfied, or achieved _____

2) *Fill in the missing words from the functional language expressions (1 pt)*

1. Can I _____ the point, please?
2. I _____ what you're saying.
3. I could certainly send those figures to you later. Is that _____?
4. Well, it would take some time to answer that fully, and the detail may not be _____ to everyone.

3) *Use the correct verb forms in the sentences below (0.5 pt)*

1. One hundred dollars is/are too much for this item.
2. Thirty percent of respondents is/are intrinsically motivated.

4) *Make the sentences cautious if necessary (1 pt)*

1. It also appears in the development of institutions.
2. Greater clarity should be brought to the meaning of economic development.
3. His second book had a hostile reception.
4. The first year students were fascinated by her lectures.

Reference list

Required textbooks and materials

1. Bown, J., Bown, T., Eggington, W., Talalakina, E. (2014). *Mastering English through global debate*, Georgetown University Press.
2. *Ethics in Practice*. An anthology. (2002).
3. GRE Premier 2016 with 6 Practice Tests. KAPLAN, 2016.
4. Hancock, M., McDonald A. *Authentic listening*. DELTA Publishing. 2014.
5. Powell, M. (2011). *Dynamic Presentations*, CUP.
6. Ramage J.D. Bean J.C., Johnson, J. *Writing Arguments: A Rhetoric with Readings* (10th edition). Pearson Longman, 2017.
7. Papers from various Economics journals
8. Articles on current economic, political and social issues from *The Economist*, *The New York Times*, *The Wall Street Journal*, and *Foreign Policy*

Additional materials

1. Paterson, K. *English grammar and practice for Academic purposes*, OUP, 2013.
2. www.economist.com
3. www.bbc.co.uk
4. www.ted.com
5. www.freakonomics.com

Academic integrity policy

Cheating, plagiarism, and any other violations of academic ethics at NES are not tolerated.

Written and Oral Communication in English

Module 1 - 4, 2017-2018 Academic year

Maria V. Dolbunova
mdolbunova@nes.ru

Course information

Course Website:	https://my.nes
Professor's Office Hours:	Tuesday, Thursday 12.30 pm - 1.30 pm
Class time:	Tuesday, Thursday 10.00 am - 12.15 pm
Room Number:	3.04

Course description

This course aims to advance students' English language skills, such as grammar and pronunciation, reading and writing, listening and public speaking, for both, academic and business environment. Resources used in this course will embrace authentic, culturally enhancing, and thought-provoking materials on a variety of topics, including identity, cross-cultural communication, business ethics, economy, education, globalization, technology, environment, leisure and others.

The course will emphasize interactive teaching and learning practices that facilitate the development of overall communicative competence, critical thinking skills, business communication proficiency, as well as skills needed for pursuing career in academia. Homework assignments will entail intensive vocabulary and grammar work, while class activities will be aimed at activating the use of both.

Course requirements, attendance, and grading policies

Attendance

Students are expected to attend all classes with the only exception of emergency or sickness. If there are any tests or oral presentations which a student has to miss due to emergency/ sickness, he/she should must the professor by email 1 day prior to the test/ oral presentation otherwise it is considered as absence and shall not be graded or made up for. Students are to come to classes ***on time***, those who are late are not allowed to class. Students must attend classes with the assigned group; migrating from group to group is unacceptable.

Home assignments

Home assignments, submitted after the deadline, will receive a failing grade. Late work is accepted only under extenuating circumstances, if the professor is informed about them before the due date, and only during the current module.

Grading

The final grade for the course will equal the average grade of all module grades.

The grading breakdown for each module comprises:

Class attendance and participation	25%
Written assignments	25%
Oral assignments	25%
Intermediate quizzes and midterm tests	25%

Grade conversion table

Grade	%
5+	> 95%
5	90% - 95%
5-	86% - 89%
4+	80% - 85%
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4-	70% - 75%
3+	66% - 69%
3	60% - 65%
3-	56% - 59%
2	< 56%

Make-ups

Make-ups are allowed during the first two weeks of the next module only if a student has got a "2" for the module. The student's make-up grade will not be higher than 3+ in the first make-up and 3- in the second one.

Course contents

The course duration is 168 contact academic hours throughout modules 1 – 4, September to April. Students attend classes twice a week, and each session lasts 3 academic hours.

Themes:

1. Global problems and opportunities
2. Security and freedom
3. Science and technology
4. Personal identity and self-consciousness
5. Education and professional development
6. Corruption and ethics
7. Environment and economy
8. Traveling and leisure
9. Health and eating habits

10. Money and happiness.

Written performance skills:

- Writing a summary, response, a formal email, an argumentative essay
- Pre-writing techniques: brainstorming, outlining, free writing, peer-reviewing, drafting, revising and proofreading.

Oral performance skills:

- Making informative, explanatory and persuasive presentations
- Discussion skills:
 - Tentative language
 - Networking
 - Brainstorming
 - Agreeing and disagreeing
 - Opinionating
 - Asking for clarification
 - Panel discussion

Description of course methodology

The teaching method pursues the communicative, task-based, and learner-centered approaches to teaching English as a foreign language. During the session, the teacher acts as a facilitator motivating the students to give opinions on controversial topics, and simultaneously teaching them an academic discussion appropriate for a multicultural setting by employing effective conversation and language patterns. To achieve the learning goals of the course, students at every class are involved in various collaborative tasks: paired and group discussions, brainstorming, role playing, and dialogues.

Besides regular classes, students are encouraged to attend workshops and tutorials organized by professors and the Writing and Communication Center. They can also gain assistance at individual tutorials.

Changes in syllabus

The above outline is 'tentative' and can be altered or modified based on the decision of the professor.

Open door policy:

The professor is ready to meet with the students at any moment during the semester and clarify any issues regarding tests, presentations, home assignments, thus, students should feel free to contact the professor by email or make an appointment with the professor.

Sample tasks:

1. Please find synonyms for the following words. (8)

remedy

invasion

go-getter

internal

foundation

to repeat

racial intolerance

dedicated

2. Please find antonyms for the following words. (8)

to advocate

to withdraw

dependency

to justify

minor

order

to care for

to prevent

3. Please match the words in two columns paying attention to the correct collocations and list your answers below. (9)

civilian	change
regime	species
to gain	right
lasting	casualties
endangered	asylum
to resist	momentum
fundamental	effect
political	temptation

Answers:

4. Please fill in the blanks with the correct prepositions. (5)

1) People think I am keen _____ math.

- 2) I always try to submit my assignments _____ time.
- 3) It is often difficult to guess, who is _____ the wheel.
- 4) Nothing comes about _____ accident.
- 5) I am aware _____ my ignorance.

Reference list

Required textbooks and materials:

1. Evans, V. *Use of English, For the Revised Cambridge Examination 1*, Express Publishing. 1997.
2. Vince, M. *Advanced Language Practice*, Macmillan. 2003.
3. Powell, Mark. *Dynamic Presentations*. Cambridge: Cambridge University Press. 2011.
4. Stephen E. Lucas, *The Art of Public Speaking*, McGraw – Hill. 2012.
5. Bown, J., Bown, T., Eggington, W., Talalakina, E. *Mastering English through global debate*, Georgetown University Press. 2014.
6. Chin, P., Reid, S., Wray, S., Yamazaki, Y. *Academic Writing Skills*, CUP. 2013.
7. Bailey, S. *Academic Writing. A Handbook for International Students, Second Edition*, Routledge. 2006.
8. Paterson, K. *English grammar and practice for Academic purposes*, OUP. 2013.
9. Online media resources (ted.com, econtalk.org, BBC, CNN, The New York Times, Harvard Magazine, The New Yorker, The Economist).

Additional materials:

1. McCarter S., Hunt L. Roberts R. *Ready for IELTS*, Macmillan. 2014
2. Strutt, P. *Market Leader Business Grammar and Usage*, Pearson, Longman, Financial Times. 2006.
3. *A Collection of Readings for Intermediate and Upper-Intermediate Students of English*, NES, MAE program 2012-2013.

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Written and Oral Communication in English

E.OVCHINNIKOVA
eovchinnikova@nes.ru

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Course requirements, grading, and attendance policies

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Themes:

Culture and Identity

Tolerance and Mass media

Fraud and Moral Ethics

Justice and Economics

Written performance skills:

- Writing a summary, response, a formal email, an argumentative essay
- Pre-writing techniques: brainstorming, outlining, free writing, peer-reviewing, drafting, revising and proofreading.

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- Making informative, explanatory and persuasive presentations
- Discussion skills:
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3. Ethics in Practice. An anthology. (2002).
4. Muller, G. (2011). *McGraw-Hill Reader. Issues across the Disciplines*, McGraw - Hill.
5. Paterson, K. (2013) *English grammar and practice for Academic purposes*, OUP.
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