


SUMY A.S. MAKARENKO STATE PEDAGOGICAL UNIVERSITY
THE DEPARTMENT OF FOREIGN AND SLAVIC PHILOLOGY
THE CHAIR OF ENGLISH PHILOLOGY AND LINGUODIDACTICS

COURSE: ENGLISH SPEAKING and ACADEMIC WRITING PRACTICE (14 credits)

Instructor Information

	Name:	Olena V. Bagatska
	Phone:	
	Email:	
	Associate Professor Sphere of Scientific Interests: Literary Texts in Linguo-Cognitive Perspective	

Course Description

This three-semester course is designed to provide comprehensive integrated foreign language practical training for future teachers of English at the second master's level. It is aimed to make students proficient in the language, able to critically evaluate and apply theoretical principles and methods of effective educational process organization in educational institutions, capable of creative scientific and pedagogical activities, continuous self-education and professional self-improvement.

The subject-matter of the discipline is the skills and abilities of modern English literary and colloquial speech and academic writing.

Learning Objectives:

The aims of this course are to enable students to:

- to get proficient in all types of speech activities (speaking, listening, reading, as well as written speech with an emphasis on academic writing) and to communicate in a wide range of situations, in accordance with the requirements of the Common European Framework of Reference for Languages at the C2 level.
- to use the acquired professional foreign language communicative competence (language, speech, linguistic, socio-cultural, educational and strategic competence) to ensure the professional activity of a teacher of English.
- to independently master new knowledge, critically evaluate the acquired experience from the standpoint of the latest achievements of philological and methodological science and social practice.
- to effectively apply communication technologies dealing with different interlocutors, to quickly and effectively engage in speech interaction, to predict the results of professional and pedagogical speech.

Learning Outcomes:

Successful students will be able to:

- to perfectly master literary norms of the English language in the whole scope of its phonetic, lexical-grammatical, stylistic and pragmalinguistic features and functionally adequately use it in different communicative situations.
- to use the humanistic potential of the foreign language and literature to form the spiritual core of the younger generation.

- to analyze, systematize and summarize the results of a research in the field of teaching foreign languages and philology using modern scientific methods and innovative technologies; to understand the principles and acquire skills of quality academic writing to create academic texts and present academic results.

- to acquire communicative speech competence in the English language (linguocognitive, linguocultural, sociocultural, pragmatic in accordance with the European recommendations on language education).

Course Format:

Practical classes: 4 hr per week.



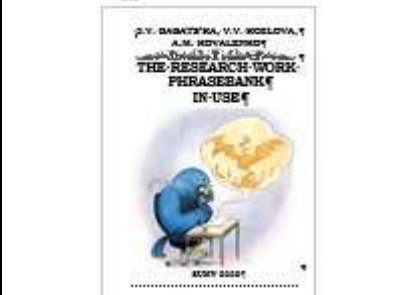
Student Evaluation:

Participation in discussion forums: 30%, Small group case study activities: 30%, Individual Assignments: 15%, Final Project: 25%.

Grading Scale:

A (100-90), B (89-82), C (81-74), D (73-64), E (63-60), FX (59-35), F (34-1).

Basic Textbook:

		<p>Virginia Evans, Lynda Edwards. Upstream Proficiency, Student's Book: Express Publishing, 2003.</p> <p>Virginia Evans, Lynda Edwards. Upstream Proficiency, Workbook: Express Publishing, 2003.</p>
		<p>O.V. Bagatska, V.V. Kozlova, A.M. Kovalenko. The Research Work Phrasebank in Use: Sumy A.S.Makarenko State Pedagogical University, 2020</p>

Student Responsibilities:

This course has four important rules. If you choose to follow them, your odds of learning the material and earning a good grade in this class will improve greatly.

1. **Show up!** To succeed in this course, you must choose to attend every scheduled class period. For absences such as illnesses or personal problems, you must contact me prior to class. If a true emergency prevents you from contacting me prior to class, contact me as soon as possible following the emergency.
2. **Do the work!** To succeed in this class, you must choose to do your very best work in preparing for each class session and on all your assignments.
3. **Participate actively!** To succeed in this class, you must choose to stay focused and involved in every class, offering your best comments, questions, and answers.
4. **Be honest!** It is essential that all members of the academic community subscribe to the ideal of academic honesty and integrity and accept individual responsibility for their work. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities are unacceptable and will not be tolerated.

Instructor Responsibilities:




You can expect your instructor to:




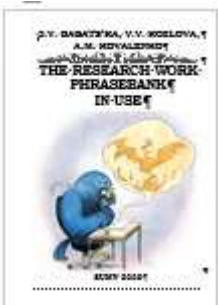
- Attend every class period and arrive to class on time. If I am not there, WAIT.
- Come to class with a good attitude.
- Be respectful of your ideas and value the diversity you bring to the classroom.
- Be open to dialogue that challenges me.
- Answer any appropriate questions you may have.
- Use a variety of teaching techniques to accommodate different learning styles.
- Minimize disruptions and distractions in the classroom so that everyone has the best possible opportunity to learn.

Equality Statement:

The instructor is dedicated to establishing a learning environment that promotes diversity of the students including race, class, culture, religion, gender, sexual identity, and physical ability. It is important that this is a safe classroom environment. Anyone noticing discriminatory behaviour in this class, or who feels discriminated against, should bring it to the attention of the instructor immediately.

CLASS SYLLABUS:

		Problems to be discussed
1		<p>GETTING THE MESSAGE ACROSS: NEW COMMUNICATION TECHNOLOGIES</p> <p>Language Focus: means of communication, body language, speech habits. Reading: reading for content, opinion, purpose, tone, implication English in Use: modal verbs Listening: listening for opinion, gist, specific information Speaking: telephone conversations, speculating, evaluating, suggesting alternatives. Writing: expressing opinions in essays, letters and articles</p>
2		<p>THE HAPPIEST DAYS OF YOUR LIFE: THE NEW CONCEPT OF EDUCATION</p> <p>Language Focus: education, emotional literacy, university studies. Reading: reading for content, opinion, attitude, text organization. English in Use: conditionals Listening: listening for opinion, specific information Speaking: discussing opinions, making suggestions, making recommendations, debating. Writing: making suggestions and recommendations in letters and essays.</p>
3		<p>SOCIAL ISSUES: PREJUDICES THE CONTEMPORARY SOCIETY PROMOTES</p> <p>Language Focus: social issues, historical events, politics, human rights, prejudices. Reading: reading for attitude, purpose, content, opinion, exemplification, implication.</p>

		<p>English in Use: future tenses Listening: listening for opinion, specific information. Speaking: expressing agreement/disagreement, discussing pros and cons, expressing hesitation, expressing an alternative viewpoint. Writing: discursive essays</p>
4		<p>MASS MEDIA MANIPULATION STRATEGIES</p> <p>Language Focus: media, journalism, newspapers, news, manipulation strategies. Reading: reading for content, detail, attitude, opinion, tone, implication, text organization. English in Use: the passive Listening: listening for specific information Speaking: making suggestions, accept/reject suggestions, speculating, evaluating, suggesting alternatives. Writing: letters to the press/authorities</p>
5		<p>ANOTHER DAY, ANOTHER DOLLAR: THE CHALLENGES OF CONTEMPORARY JOB MARKET</p> <p>Language Focus: work and business, the workplace, careers, professional skills. Reading: reading for tone, purpose, implication, reference. English in Use: participles Listening: listening for opinion, specific information. Speaking: expressing approval and disapproval, making assumptions, evaluating, speculating, suggesting alternatives. Writing: formal letters: letters of application, recommendation, complaint, apology.</p>
6		<p>OUR PLANET, OUR HOME: THE ENVIRONMENTAL ISSUES</p> <p>Language Focus: the environment, environmental problems, ecology. Reading: reading for content, attitude, reference. English in Use: concession/comparison Listening: listening for opinion, specific information. Speaking: sharing information, giving instructions. Writing: reviews</p>
7		<p>ACADEMIC WRITING</p> <ol style="list-style-type: none"> 1. Writing an introduction to a research work. 2. Writing a summary of a research work. 3. Making a presentation of a research work.

