

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное учреждение
высшего профессионального образования
"Казанский (Приволжский) федеральный университет"
Инженерный институт



УТВЕРЖДАЮ

Проректор по образовательной деятельности КФУ

Проф. Талюцкий Д.А.



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Программа дисциплины
Академическое письмо Б1.Б.10

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Профиль подготовки: Интеллектуальная собственность

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Автор(ы):

Шамсутдинова Н.З. , Абросимова Г.А.

Рецензент(ы):

Кондратьева И.Г.

СОГЛАСОВАНО:

Заведующий(ая) кафедрой: Кондратьева И. Г.

Протокол заседания кафедры No ____ от " ____ " _____ 201__ г

Учебно-методическая комиссия Инженерного института:

Протокол заседания УМК No ____ от " ____ " _____ 201__ г

Регистрационный No 868113515

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Программу дисциплины разработал(а)(и) преподаватель, б/с Абросимова Г.А. кафедра английского языка в сфере медицины и биоинженерии отделение Высшая школа иностранных языков и перевода , GAAbrosimova@kpfu.ru ; доцент, к.н. (доцент) Шамсутдинова Н.З. кафедра английского языка в сфере высоких технологий отделение Высшая школа иностранных языков и перевода , Nellie.Shamsutdinova@kpfu.ru

1. Цели освоения дисциплины

Цели дисциплины - развитие и совершенствование компетенции в области академического письма: умений правильно организовать собственные идеи, ясно обосновать их и убедительно выразить; знаний о технологиях структурирования академического текста; навыков рефлексии: поиска ошибок и анализа собственного текста.

2. Место дисциплины в структуре основной образовательной программы высшего профессионального образования

Данная учебная дисциплина включена в раздел " Б1.Б.10 Дисциплины (модули)" основной образовательной программы 27.04.05 Инноватика и относится к базовой (общепрофессиональной) части. Осваивается на 1 курсе, 2 семестр.

Данная дисциплина включена в раздел "М. 1 Б.2 Общенаучный цикл" и относится к базовой части. Входит в программу обучения магистратуры.

Для изучения дисциплины необходимы знания, умения и компетенции, полученные обучающимися при изучении дисциплин, составляющих фундамент филологического образования, заложенного в бакалавриате (практика основного иностранного языка, теоретические и практические курсы фонетики и грамматики).

3. Компетенции обучающегося, формируемые в результате освоения дисциплины /модуля

В результате освоения дисциплины формируются следующие компетенции:

Шифр компетенции	Расшифровка приобретаемой компетенции
ОК-5 (общекультурные компетенции)	способность самостоятельно приобретать с помощью информационных технологий и использовать в практической деятельности новые знания и умения, в том числе в новых областях знаний, непосредственно не связанных со сферой деятельности;
ОК-6 (общекультурные компетенции)	способность порождать новые идеи (креативность), адаптироваться к новым ситуациям, переоценивать накопленный опыт, анализировать свои возможности;
ОПК-1 (профессиональные компетенции)	готовностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач профессиональной деятельности
ПК-12 (профессиональные компетенции)	способность к созданию, редактированию, реферированию и систематизированию всех типов текстов официально-делового и публицистического стиля;
ПК-13 (профессиональные компетенции)	способность к трансформации различных типов текстов (например, изменению стиля, жанра, целевой принадлежности текста);
ПК-14 (профессиональные компетенции)	готовность к планированию и осуществлению публичных выступлений с применением навыков ораторского искусства.

Шифр компетенции	Расшифровка приобретаемой компетенции
ПК-2 (профессиональные компетенции)	способность самостоятельно приобретать с помощью информационных способностей демонстрировать углубленные знания в избранной конкретной области филологии;
ПК-3 (профессиональные компетенции)	владение коммуникативными стратегиями и тактиками, риторическими, стилистическими и языковыми нормами и приемами, принятыми в разных сферах коммуникации, умение адекватно использовать их при решении профессиональных задач;
ПК-9 (профессиональные компетенции)	способностью критически анализировать современные проблемы инноватики, ставить задачи и разрабатывать программу исследования, выбирать соответствующие методы решения экспериментальных и теоретических задач, интерпретировать, представлять и применять полученные результаты

В результате освоения дисциплины студент:

1. должен знать:

2. должен уметь:

3. должен владеть:

4. должен демонстрировать способность и готовность:

В результате освоения дисциплины студент:

1. должен знать: технологию структурирования академического текста;

2. должен уметь: правильно организовать собственные идеи, ясно и убедительно обосновывать, и выражать их;

3. должен владеть: навыками анализа собственного текста.

4. должен демонстрировать способность и готовность: вести запись основных мыслей и фактов (из аудиотекстов и текстов для чтения), а также запись тезисов устного выступления/письменного оклада по изучаемой проблематике; выполнять письменные проектные задания (письменное оформление презентаций, результатов исследования и т.д.).

4. Структура и содержание дисциплины/ модуля

Общая трудоемкость дисциплины составляет 2 зачетных(ые) единиц(ы) 72 часа(ов).

Форма промежуточного контроля дисциплины зачет во 2 семестре.

Суммарно по дисциплине можно получить 100 баллов, из них текущая работа оценивается в 50 баллов, итоговая форма контроля - в 50 баллов. Минимальное количество для допуска к зачету 28 баллов.

86 баллов и более - "отлично" (отл.);

71-85 баллов - "хорошо" (хор.);

55-70 баллов - "удовлетворительно" (удов.);

54 балла и менее - "неудовлетворительно" (неуд.).

4.1 Структура и содержание аудиторной работы по дисциплине/ модулю

Тематический план дисциплины/модуля

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	
1.	Тема 1. Тема 1. Structural Elements of Paragraphs Структура параграфа	2	1-2	1	2	0	домашнее задание устный опрос
2.	Тема 2. Тема 2. Designing a Paragraph Построение параграфа	2	2-3	1	2	0	письменная работа домашнее задание
3.	Тема 3. Тема 3. Argument Аргументы	2	3-4	2	2	0	эссе домашнее задание
4.	Тема 4. Тема 4. Thesis Statements Тезисы	2	5-6	1	2	0	домашнее задание дискуссия
5.	Тема 5. Тема 5. Transitions Связующие элементы	2	6-7	1	2	0	домашнее задание тестирование
6.	Тема 6. Тема 6. Grammar Requirements Грамматика	2	7-10	4	2	0	контрольная работа домашнее задание эссе
7.	Тема 7. Тема 7. Prewriting Strategies Приемы подготовки к письму	2	11	1	1	0	домашнее задание презентация
8.	Тема 8. Тема 8. Types of Papers Типы работ	2	12-13	2	1	0	домашнее задание дискуссия
9.	Тема 9. Тема 9. Essential Formats Основные форматы работ	2	14	1	1	0	домашнее задание
10.	Тема 10. Тема 10. Article Abstracts требования к аннотациям	2	15	1	1	0	домашнее задание письменная работа

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	
11.	Тема 11. Тема 11. Guidelines on Style, Рекомендации по стилистике	2	16	2	1	0	эссе
12.	Тема 12. Тема 12. Punctuation Rules Правила английской пунктуации	2	17-18	1	1	0	презентация контрольная работа
.	Тема . Итоговая форма контроля	2		0	0	0	зачет
	Итого			18	18	0	

4.2 Содержание дисциплины

Тема 1. Тема 1. Structural Elements of Paragraphs Структура параграфа

лекционное занятие (1 часа(ов)):

Paragraph writing. Paragraph structure. Unity. Coherence. Development.

практическое занятие (2 часа(ов)):

Exercises: Paragraphs principles. Designing a Paragraph. Structural Elements of Paragraphs. Connecting paragraphs.

Тема 2. Тема 2. Designing a Paragraph Построение параграфа

лекционное занятие (1 часа(ов)):

Organization of the essay. Introductory Paragraph. Supporting paragraphs. Concluding paragraph.

практическое занятие (2 часа(ов)):

Exercises: Paragraph structure. I. Topic sentence II. Supporting sentences A. First main supporting sentence 1. Supporting detail 1 2. Supporting detail 2 3. Supporting detail 3 B. Second main supporting sentence 1. Supporting detail 1 2. Supporting detail 2 3. Supporting detail 3 C. Third main supporting sentence 1. Supporting detail 1 2. Supporting detail 2 3. Supporting detail 3 III. Concluding sentence Features of the effective paragraph.

Тема 3. Тема 3. Argument Аргументы

лекционное занятие (2 часа(ов)):

Argumentative essay. Organising the essay. Argumentation designs.

практическое занятие (2 часа(ов)):

Exercises: For and against essays. A discursive essay. Opinion essays. Essays suggesting solutions to problems. The writing product.

Тема 4. Тема 4. Thesis Statements Тезисы

лекционное занятие (1 часа(ов)):

Thesis statements. Creating a thesis statements. Developing a thesis.

практическое занятие (2 часа(ов)):

Tips and examples for writing thesis statements. Writing effective thesis statements.

Тема 5. Тема 5. Transitions Связующие элементы

лекционное занятие (1 часа(ов)):

Transitional words and phrases.

практическое занятие (2 часа(ов)):

Exercises: using transitions. Different ways of making an effective transition

Тема 6. Тема 6. Grammar Requirements Грамматика

лекционное занятие (4 часа(ов)):

Spelling. Numbers. Ajectives and Adverbs. Appositives. Articles. Prepositions. Nouns and Pronouns. Verb Tenses

практическое занятие (2 часа(ов)):

Grammar-related exercises: Spelling. Numbers. Ajectives and Adverbs. Appositives. Articles. Prepositions. Nouns and Pronouns. Verb Tenses.

Тема 7. Тема 7. Prewriting Strategies Приемы подготовки к письму

лекционное занятие (1 часа(ов)):

Modern strategies of process writing. Pre-writing strategies. General advice for non-native writers

практическое занятие (1 часа(ов)):

Exercises: freewriting, brainstorming, clustering, tagmemics, useful journalistic technique.

Тема 8. Тема 8. Types of Papers Типы работ

лекционное занятие (2 часа(ов)):

Types of Papers(essay, short non-research paper, short research paper and term paper, junior tutorial paper and senior thesis, summary, reaction paper, journal).

практическое занятие (1 часа(ов)):

Exercises: suggestions for writing essay, short non-research paper, short research paper and term paper, junior tutorial paper and senior thesis, summary, reaction paper, journal.

Тема 9. Тема 9. Essential Formats Основные форматы работ

лекционное занятие (1 часа(ов)):

Essential Formats. General resources.

практическое занятие (1 часа(ов)):

Exercises: Format for a research paper. Databases and indexes. Web resources. Reference book

Тема 10. Тема 10. Article Abstracts требования к аннотациям

лекционное занятие (1 часа(ов)):

Article Abstract. Modern strategies of writing abstracts. Purpose and principals. Types of abstracts

практическое занятие (1 часа(ов)):

Exercises: Sample Format of Heading and Body of an Abstract

Тема 11. Тема 11. Guidelines on Style, Рекомендации по стилистике

лекционное занятие (2 часа(ов)):

Guidelines on Style. Literature essay recommendations. Using colloquial language.

практическое занятие (1 часа(ов)):

Exercises: Hints on writing style.

Тема 12. Тема 12. Punctuation Rules Правила английской пунктуации

лекционное занятие (1 часа(ов)):

Punctuation. Capitalisation. Full stop (.). Comma (,). Quotation marks (? ?). Punctuation when using quotation marks. Quotation marks and capitalization.

практическое занятие (1 часа(ов)):

Exercises: American and English punctuation.

4.3 Структура и содержание самостоятельной работы дисциплины (модуля)

N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
1.	Тема 1. Тема 1. Structural Elements of Paragraphs Структура					

параграфа

2	1-2	подготовка домашнего задания	1	домашнее задание
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N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
				подготовка к устному опросу	1	устный опрос
2.	Тема 2. Тема 2. Designing a Paragraph Построение параграфа	2	2-3	подготовка домашнего задания	1	домашнее задание
				подготовка к письменной работе	1	письменная работа
3.	Тема 3. Тема 3. Argument Аргументы	2	3-4	подготовка домашнего задания	1	домашнее задание
				подготовка к эссе	1	эссе
4.	Тема 4. Тема 4. Thesis Statements Тезисы	2	5-6	подготовка домашнего задания	1	домашнее задание
				подготовка к дискуссии	1	дискуссия
5.	Тема 5. Тема 5. Transitions Связующие элементы	2	6-7	подготовка домашнего задания	1	домашнее задание
				подготовка к тестированию	1	тестирование
6.	Тема 6. Тема 6. Grammar Requirements Грамматика	2	7-10	подготовка домашнего задания	2	домашнее задание
				подготовка к контрольной работе	1	контрольная работа
				подготовка к эссе	1	эссе
7.	Тема 7. Тема 7. Prewriting Strategies Приемы подготовки к письму	2	11	подготовка домашнего задания	2	домашнее задание
				подготовка к презентации	2	презентация
8.	Тема 8. Тема 8. Types of Papers Типы работ	2	12-13	подготовка домашнего задания	2	домашнее задание
				подготовка к дискуссии	2	дискуссия
9.	Тема 9. Тема 9. Essential Formats Основные форматы работ	2	14	подготовка домашнего задания	4	домашнее задание

N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
10.	Тема 10. Тема 10. Article Abstracts требования к аннотациям	2	15	подготовка домашнего задания	2	домашнее задание
				подготовка к письменной работе	2	письменная работа
11.	Тема 11. Тема 11. Guidelines on Style, Рекомендации по стилистике	2	16	подготовка к эссе	2	эссе
12.	Тема 12. Тема 12. Punctuation Rules Правила английской пунктуации	2	17-18	подготовка к контрольной точке	2	контрольная точка
				подготовка к презентации	2	презентация
	Итого				36	

5. Образовательные технологии, включая интерактивные формы обучения

Для реализации программы и творческой активности студентов используются современные образовательные технологии, позволяющие более эффективно использовать учебное аудиторное время:

- проблемное обучение или создание проблемных ситуаций;
- исследовательские методы обучения, позволяющие самостоятельно пополнять знания, глубоко вникать в изучаемую проблему и предполагать пути ее решения;
- лекционно-семинарская система, способствующая объединению материала в блоки, презентации его как единого целого и проведению текущего и/или итогового контроля слушателей;
- обучение в сотрудничестве - командная, парная и групповая работа;
- система инновационной оценки "портфолио" - формирование персонифицированного учета достижений как инструмента поддержки профессионального совершенствования, определения траектории индивидуального профессионального развития.

6. Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины и учебно-методическое обеспечение самостоятельной работы студентов

Тема 1. Тема 1. Structural Elements of Paragraphs Структура параграфа

домашнее задание , примерные вопросы:

примерные вопросы: Exercise 1. Study the following pairs of sentences and check the one you think would be an appropriate and clear topic sentence for a paragraph. The first one is done for you.
Exercise 2. Underline the statement you think would make the best topic sentence of the paragraph.

устный опрос , примерные вопросы:

примерные вопросы: 1. Define the logical pattern and explain why it is appropriate in the following paragraphs. 2. Define the methods used to develop the following paragraphs and explain why this method is appropriate.

Тема 2. Тема 2. Designing a Paragraph Построение параграфа

домашнее задание , примерные вопросы:

примерные вопросы: Write an introductory paragraph. The topic suggested is ?Living in an apartment instead of a university dormitory has advantages and disadvantages?. Discuss some of the advantages and disadvantages of apartment living and then defend your preference.

письменная работа , примерные вопросы:

примерные задания: The body of your essay should consist of at least two developmental paragraphs. Each developmental paragraph should have a topic sentence that supports the controlling idea mentioned in the thesis statement of your introduction. All the ideas in each paragraph should support the topic sentence. Write the body of the essay yourself

Тема 3. Тема 3. Argument Аргументы

домашнее задание , примерные вопросы:

примерные вопросы: 1.The following essay needs to be revised. It has some problems in each of its paragraphs. Refer to the Essay Checklist as you study the essay paragraph by paragraph. Work with a partner or with a small group. One person in each group should write down the problems in each part of the essay as they are being discussed. After the group discussion is completed, join in a class discussion to compare your findings with those of the other groups. 2.Rewrite the essay above. Correct the organization, paragraphing, sentence structure, and grammar as necessary.

эссе , примерные темы:

примерные задания: Practise your writing skills. Write a 250 to 300 word essay. Select the topic from the list below. Try to complete and check your essay within 30 minutes.

Тема 4. Тема 4. Thesis Statements Тезисы

дискуссия , примерные вопросы:

Примерные вопросы: 1. What type of composition is required? 2. What are the key words? 3. Do you agree or disagree with the statement? Why? 4. What useful language would be helpful in writing this type of composition? 5. Which paragraph plan would you follow? 6. What are the points in favour and against the statement? 7. What linking words/phrases would be useful for writing this topic?

домашнее задание , примерные вопросы:

примерные вопросы: Write a thesis statement. Tick the box next to the thesis statement that would BEST suit the position taken on evidence from the question topic.

Тема 5. Тема 5. Transitions Связующие элементы

домашнее задание , примерные вопросы:

примерные вопросы: The following passage consists of four short paragraphs, which deal in turn with four parts of the standard problem-solution text. Read the text and do the task that follows: 1. Mark the section of the text that introduces the situation. 2. Mark the section of the text that outlines the problems. (How many are there?) 3. Mark the section that proposes solutions. (How do you know where this section begins?) 4. Mark the section that evaluates the solutions and calls for action. 5. Find all the linking words/phrases in the text. (Firstly, For example, etc.)

тестирование , примерные вопросы:

примерные вопросы: 1. Is there an introductory paragraph in your essay? 2. Does the introductory paragraph restate the question? 3. Does the introductory paragraph have a controlling idea? 4. Does each paragraph have a clear topic sentence? 5. Do the topic sentences of the developmental paragraph support the thesis statement? 6. Do the ideas in each developmental paragraph support the topic sentence of the paragraph? 7. Are the details (examples, facts, descriptions, personal experiences) clear? 8. Is there a concluding paragraph? 9. Does the concluding paragraph give A) an opinion, preference, prediction, or solution and B) reasons? 10. Does the essay end with a concluding statement? 11. Does the essay answer all parts of the question? 12. Have the grammar and spelling mistakes been corrected? (Incorrect grammar, spelling, punctuation, and word usage count against you if those errors lead to a lack of clarity. Your essay will be clearer if you correct as many of these errors as you can find in the limited time that you have.) 13. Have you done the final proofreading?

Тема 6. Тема 6. Grammar Requirements Грамматика

домашнее задание , примерные вопросы:

примерные задания: In the following paragraph there are fourteen words ending with -ible or -able, some of which are misspelled. Read the paragraph, locate the misspelled words and write the correct spellings in the space provided below the paragraph.

контрольная работа , примерные вопросы:

примерные вопросы: 1. Choose the correct item: 2. Underline and punctuate the appositives in the following sentences. Not all require punctuation. 3. Fill in the blank with the appropriate article, a, an, or the, or leave the space blank if no article is needed. 4. In the following passage, some of the verbs have been deliberately omitted. Supply the appropriate tense for each missing verb, the plain form of which is given in brackets which is given in brackets.

эссе , примерные темы:

примерные темы: 1. What do you feel will be the most popular career choices for young people in your country in the next five years? Explain your answer with examples. 2. Give a character sketch of a person you like (dislike). Remember: The sketch should be informative and convincing enough. A mere outward description of a person is not a character sketch. You should present a sort of critical analysis and pass your own well-grounded judgement of a personality

Тема 7. Тема 7. Prewriting Strategies Приемы подготовки к письму

домашнее задание , примерные вопросы:

примерные вопросы: Free-writing Find a clock, watch, or timer to help you keep track of time. Choose a topic, idea, question you would like to consider. It can be a specific detail or a broad concept-whatever you are interested in exploring at the moment. Write (on paper or on a computer) for 7-10 minutes non-stop on that topic. If you get stuck and don't know what to say next, write "I'm stuck and don't know what to say next?" or try asking yourself "what else?" until another idea comes to you. Do not concern yourself with spelling, grammar, or punctuation. Your goal is to generate as much as you can about the topic in a short period of time and to get used to the feeling of articulating ideas on the page. It's ok if it's messy or makes sense only to you. You can repeat this exercise several times, using the same or a variety of topics connecting to your subject. Read what you have written to see if you have discovered anything about your subject or found a line of questioning you'd like to pursue.

презентация , примерные вопросы:

примерные задания: 1. Scrap pile. Be prepared to keep a scrap pile of ideas somewhere as you work. Some people keep this pile as a separate document as they work; others keep notes at the bottom of a page where they store scrap sentences or thoughts for potential use later on. Remember that it is sometimes important to throw out ideas as a way to clarify and improve the ones you are trying to develop along the way. 2. Shifting viewpoints (role-playing) When you begin to feel you have some understanding of your idea, it sometimes help to look at it from another person's point of view. You can do this by role-playing someone who disagrees with your conclusions or who has a different set of assumptions about your subject. Make a list or write a dialogue to begin to reveal the other perspective. 3. Write a letter describing what the paper is going to be about One of the simplest, most efficient exercises you can do to sort through ideas is to write a letter to yourself about what you are planning to write in your paper. You might start out, "My paper is going to be about..." And go on to articulate what evidence you have to back up your ideas, what parts still feel rough to you about your ideas. In about 20 minutes, you can easily have a good sense of what you are ready to write and the problems you still need to solve in your paper.

Тема 8. Тема 8. Types of Papers Типы работ

дискуссия , примерные вопросы:

примерные вопросы: "The media have both harmful and beneficial effects." Do you agree? 1. What type of composition is required? 2. What is meant by "the media"? 3. What good/bad points can you think of? 4. Would you state your opinion in the first paragraph? Why/why not? 5. What paragraph plan would you follow?

домашнее задание , примерные вопросы:

примерные задания: 1. You have to cut 30 words from the following article. You are not allowed to rewrite it. What words or sentences would you delete? 2. Read the text and identify the information you think is significant and should be included in a summary. Briefly explain why you think it is important. The first paragraph has been done for you. Then in as few words as possible, write what each paragraph is about.

Тема 9. Тема 9. Essential Formats Основные форматы работ

домашнее задание , примерные вопросы:

примерные задания: 1.On a separate piece of paper, write a paraphrase of each of the following passages. Try not to look back at the original passage. 2.Read over each of the following passages, and respond on your own or as a class as to whether or not it uses citations accurately. If it doesn't, what would you do to improve the passage so it's properly cited?

Тема 10. Тема 10. Article Abstracts требования к аннотациям

домашнее задание , примерные вопросы:

примерные вопросы: Find five abstracts from a journal in your field and analyze them in terms of the above characteristics. To what extent do your findings agree with them?

письменная работа , примерные вопросы:

примерные вопросы: Your research advisor contacts you about an upcoming regional conference and suggests that you submit a conference abstract based on your current work. The deadline is ten days away. The abstracts should be anonymous and contain between 150 and 200 words. Make sure you have a draft ready for your next academic writing class.

Тема 11. Тема 11. Guidelines on Style, Рекомендации по стилистике

эссе , примерные темы:

примерные вопросы: Wordy constructions such as cliches, qualifiers, and redundant pairs are easy to fix once you recognize your tendency to use them. Read several of your old papers and see if you can locate any of these tendencies or consider whether they have become a habit for you in your writing

Тема 12. Тема 12. Punctuation Rules Правила английской пунктуации

контрольная точка , примерные вопросы:

примерные задания: I. Punctuate the following sentences. 1. The new regulations will prove to be to everyones disadvantage. 2. All of these books are to be catalogued the ones on biology natural history philosophy and scientific method. 3. As well as being an excellent basketball player the girl was also a member of the winning squash team. 4. The point is according to my understanding that we should move quickly. 5. Instead Chambers 1988 suggests the importance of the genetic influence in determining the antecedents. II.Which version of the sentence is correctly capitalized? III. Which version uses punctuation correctly?

презентация , примерные вопросы:

примерные темы проектных работ: 1. essential biological systems, 2. history of medical systems. 3. organization of technologies

Тема . Итоговая форма контроля

Примерные вопросы к зачету:

Примерные вопросы к зачету:

Итоговая аттестация - зачет.

Примерные вопросы к зачету:

1. Написание сочинений. (Письмо + лексика и грамматика)
2. Реферирование и аннотация научных статей по теме специальности. (Чтение + письмо).
3. Составление тезисов статей, докладов по теме специальности. (Аудирование + письмо).
4. Составление презентаций. (Говорение + письмо)

Примерные темы для написания сочинений:

1. At university, would you rather live alone, with your family, or with a flat mate/roommate? Give reasons.
2. Your community is considering building a new shopping centre in the centre of town. Do you support or oppose this plan? Give specific reasons in your answer.
3. What do you feel will be the most popular career choices for young people in your country in the next five years? Explain your answer with examples.

4. Compare and contrast sending personal letters by e-mail and by post. Which do you prefer, and why?
5. Write a narrative essay on the topic: A river trip that went wrong.
6. Give a review of a film you have recently seen and liked (disliked). Remember: A review should guide and inform. A mere retelling of the story is not a review.
7. Is school a place for the imparting of knowledge (understood as certain material to memorize) or a place for the creation and development of a child's personality? Write an opinion essay.
8. Describe your favourite painting.
9. Write an essay on the topic: How a piece of advice changed my life.
10. Give a character sketch of a person you like (dislike). Remember: The sketch should be informative and convincing enough. A mere outward description of a person is not a character sketch. You should present a sort of critical analysis and pass your own well-grounded judgement of a personality.

POSTTEST:

1. Which of the following is a sentence fragment (not a complete sentence)? a. The memo was distributed on Friday. b. Although the managers and the support staff had been called. c. The company was being acquired by a large corporation. d. Be sure to attend the meeting.
2. Which version is correctly capitalized? a. After we headed west on interstate 70, my uncle Paul informed us that his Ford Taurus was almost out of gas. b. After we headed west on Interstate 70, my Uncle Paul informed us that his Ford Taurus was almost out of gas. c. After we headed West on Interstate 70, my Uncle Paul informed us that his Ford Taurus was almost out of gas. d. After we headed West on interstate 70, my Uncle Paul informed us that his Ford taurus was almost out of gas.
3. Which version is punctuated correctly? a. That building, with the copper dome is our state capitol. b. That building with the copper dome, is our state capitol. c. That building, with the copper dome, is our state capitol. d. That building with the copper dome is our state capitol.
4. Which version is punctuated correctly? a. The temperature was eighty degrees at noon; by 6:00 p.m. it had dropped to below forty. b. The temperature was eighty degrees at noon, by 6:00 p.m. it had dropped to below forty. c. The temperature was eighty degrees at noon by 6:00 p.m., it had dropped to below forty. d. The temperature was eighty degrees at noon by 6:00 p.m. it had dropped to below forty.
5. Which version is punctuated correctly? a. It was one managers' idea to give us a month's vacation. b. It was one manager's idea to give us a months vacation. c. It was one manager's idea to give us a month's vacation. d. It was one managers idea to give us a month's vacation.
6. Which version is punctuated correctly? a. "Watch out! yelled the police officer. There's an accident ahead." b. "Watch out!"yelled the police officer. "There's an accident ahead." c. "Watch out"! yelled the police officer. "There's an accident ahead." d. "Watch out! yelled the police officer.""There's an accident ahead."
7. Which version used parentheses correctly? a. We celebrated one wedding anniversary (we'd been married five years at the time), by spending a week in Italy. b. We celebrated (one wedding anniversary) we'd been married five years at the time, by spending a week in Italy. c. We celebrated one wedding anniversary we'd been married five years at the time, (by spending a week in Italy). d. We celebrated one wedding anniversary we'd been married (five years at the time), by spending a week in Italy.
8. Choose the subject that agrees with the verb in the following sentence. of the musicians have arrived at the concert. a. Each b. Neither c. One d. Two
9. Which of the following sentences is most clearly and correctly written? a. Bart told us all about the fish he caught while waiting in line at the movie theater. b. At the movie theater, Bart told us about the fish he caught while we waited in line. c. As we waited in line at the movie theatre, Bart told us about the fish he caught. d. As we waited in line, Bart told us about the fish he caught at the movie theatre.

10. Which version is in the active voice? a. The president of the P.T.A. requested donations for the new auditorium. b. For the new auditorium, donations had been requested by the P.T.A. president. c. donations for the new auditorium were requested by the president of the P.T.A. d. Donations were requested by the P.T.A. president for the new auditorium.

11. Which version has a consistent point of view? a. Last Sunday, we went canoeing on the Platte River. You could see bald eagles high in the trees above us. b. While we were canoeing last Sunday on the Platte River, high in the trees above us, you could see bald eagles. c. We went canoeing last Sunday on the Platte River, and high in the trees above us, we could see bald eagles. d. High in the trees above, the bald eagles were looking down at you, as we canoed on the Platte River last Sunday.

12. Which version uses punctuation correctly? a. Help! Do you know where I can find a baby-sitter on such short notice. b. Help! Do you know where I can find a baby-sitter on such short notice? c. Help? Do you know where I can find a baby-sitter on such short notice! d. Help: Do you know where I can find a baby-sitter on such short notice?

13. Which of the underlined words in the following sentence should be capitalized? My brother has been teaching history at the university of California since last fall. a. Brother b. History c. University d. Fall

14. When she was asked which employee should be promoted, Ms. Garcia Caroline Martin. a. has chosen b. choosed c. choose d. chose

15. The snow to fall late yesterday afternoon. a. began b. begun c. had began d. begins

16. Which version is most clearly and correctly written? a. Jeff told Nathan that his car battery was dead. b. When Jeff spoke to Nathan, he said his car battery was dead. c. Jeff told Nathan about his dead car battery. d. Jeff told Nathan that the battery in Nathan's car was dead.

17. The cat in a patch of sun on the front porch. a. is laying b. is lying c. lays d. laid

18. When I heard the unusual sound, I walked through the house and searched each room very . a. calmly, carefully b. calmly, careful c. calm, careful d. calm, carefully

19. I have idea how these got in my sweater. a. know, wholes b. know, holes c. no, holes d. no, wholes

20. Which of the following sentences contains a redundancy? (It repeats words that express the same idea.) a. Del shouted as loudly as he could, but no one heard him. b. Twenty minutes had passed before the fire trucks arrived. c. Yesterday, the senator made the same speech at three different locations. d. For a wide variety of different reasons, more people are using computers.

21. Which version has a parallel structure? a. He is a man of many talents. He repairs small machines, he cooks gourmet meals, and you should see his lilies and orchids. b. He is a man of many talents. There's a talent for repairing small machines, he cooks gourmet meals, and then there are the lilies and orchids. c. He is a man of many talents. He repairs small machines, he cooks gourmet meals, and he grows lilies and orchids. d. He is a man of many talents: repairing small machines, cooking gourmet meals, and he grows lilies and orchids.

22. Which of the following sentences contains a cliché? a. Looking for Harriet's ring was like searching for a needle in a haystack. b. The reason I can't have lunch with you is because I have a dentist appointment. c. The crooked fence looked like a row of teeth in need of braces. d. As costs go up, so do prices.

23. Which version uses periods correctly? a. T.J. McCloud and Dr Sheila Brown will represent the U.S. at the 3 pm ceremony. b. T.J. McCloud and Dr. Sheila Brown will represent the U.S. at the 3 p.m. ceremony. c. T.J. McCloud and Dr. Sheila Brown will represent the US at the 3 p.m. ceremony. d. TJ McCloud and Dr Sheila Brown will represent the U.S. at the 3 pm ceremony.

24. Which version is correctly capitalized? a. Many Meteorologists are predicting that the West will have the wettest winter on record. b. Many meteorologists are predicting that the west will have the wettest winter on record. c. Many Meteorologists are predicting that the West will have the wettest Winter on record. d. Many meteorologists are predicting that the West will have the wettest winter on record.

25. Three of the following sentences are either runons or comma splices. Which one is NOT? a. A group of lions is called a pride a group of elephants is called a herd. b. Josh told me he would meet

us at the zoo at noon, he never showed up. c. We waited three hours, finally, Karen decided to give him a call. d. A young sheep is known as a lamb, but a young goat is known as a kid.

26. Which version is punctuated correctly? a. There are many reasons?aside from the obvious ones?why she is not the right person for this job. b. There are many reasons: aside from the obvious ones?why she is not the right person for this job. c. There are many reasons?aside from the obvious ones, why she is not the right person for this job. d. There are many reasons aside from the obvious ones?why she is not the right person for this job.

27. Which is the correct punctuation for the underlined portion? The explosion broke several windows in the factory however no one was injured. a. factory, however b. factory however; c. factory; however, d. factory, however;

28. Which version uses hyphens correctly? a. My soft-spoken brother-in-law did not raise his voice when he saw that his car had been damaged in the parking-lot. b. My soft spoken brother-in-law did not raise his voice when he saw that his car had been damaged in the parking-lot. c. My soft-spoken brother-in-law did not raise his voice when he saw that his car had been damaged in the parking lot. d. My soft-spoken brother in-law did not raise his voice when he saw that his car had been damaged in the parking lot.

29. Which version is punctuated correctly? a. Ms. Jeffers who is my physics teacher, coaches the girls' basketball team. b. Ms. Jeffers, who is my physics teacher, coaches the girls' basketball team. c. Ms. Jeffers who is my physics teacher coaches the girls' basketball team. d. Ms. Jeffers who, is my physics teacher, coaches the girls' basketball team.

30. Several manuals, each with detailed instructions, with your new computer. a. were sent b. was sent c. has been sent d. sent

31. Jessica and are looking in the grass for one of her earrings; will be hard to find. a. me, it b. me, they c. I, they d. I, it

32. Yesterday, I my watch on this table, but now gone. a. set, it's b. set, its c. sat, its d. sat, it's

33. I didn't want Lisa's because I knew she would tell me not to the job. a. advice, except b. advice, accept c. advise, accept d. advise, except

34. Carlos the basketball team because he had many sports-related injuries. a. quite, too b. quite, to c. quit, to d. quit, too

35. Which version is punctuated correctly? a. The recreation center will show the following movies: Charlotte's Web,Jungle Book, and Annie, the cost will be \$2.50 per ticket. b. The recreation center will show the following movies; Charlotte's Web,Jungle Book, and Annie; the cost will be \$2.50 per ticket. c. The recreation center will show the following movies: Charlotte's Web,Jungle Book, and Annie. The cost will be \$2.50 per ticket. d. The recreation center will show the following movies?Charlotte's Web,Jungle Book, and Annie. The cost will be \$2.50 per ticket.

36. Which version is punctuated correctly? a. Excited about her European vacation Eva spent hours in the bookstore looking at travel guides. b. Excited about her European vacation, Eva, spent hours in the bookstore looking at travel guides. c. Excited about her European vacation, Eva spent hours in the bookstore looking at travel guides. d. Excited about her European vacation Eva spent, hours in the bookstore looking at travel guides.

37. Which version is punctuated correctly? a. The woman who lives across the street was born on July 4, 1922, in Washington, D.C. b. The woman, who lives across the street, was born on July 4, 1922, in Washington, D.C. c. The woman who lives across the street, was born on July 4, 1922 in Washington, D.C. d. The woman who lives across the street was born on July 4, 1922 in Washington D.C.

38. By next fall, I to all fifty of the United States. a. would be b. should have been c. will have been d. had been

39. Three of the following sentences are punctuated correctly. Which one is punctuated incorrectly? a. My son's baseball game was postponed; it was raining too hard. b. Because it was raining too hard; my son's baseball game was postponed. c. My son's baseball game was postponed because it was raining too hard. d. It was raining too hard, and my son's baseball game was postponed.

40. Which of the following should NOT be hyphenated? a. one-fifteen in the morning b. the sixteenth-president of the United States c. a thirty-second commercial d. a thousand-dollar profit
41. In which of the following sentences is the underlined verb NOT in agreement with the subject of the sentence? a. There is only one store that sells that brand. b. Why are the girls on the team so excited? c. Here are the shoes I wanted to show you. d. What is the causes of her constant complaints?
42. In which of the following sentences is the underlined pronoun incorrect? a. The teacher who won the award was her. b. He and I plan to visit you tomorrow. c. When can she come over for dinner? d. Both Michael and Steven will finish their homework early.
43. Which version is punctuated correctly? a. Dianes' completed forms aren't in our files. b. Diane's completed forms are'nt in our files. c. Diane's completed forms' aren't in our files. d. Diane's completed forms aren't in our files.
44. Which version is written correctly? a. Friends' was one of the most popular shows ever on television. b. Friends was one of the most popular shows ever on television. c. "Friends was one of the most popular shows ever on television. d. FRIENDS was one of the most popular shows ever on television.
45. Which of the following sentences is in the passive voice? a. Every morning this week, Zeke brought bagels to work. b. Each day, he selected several different kinds. c. Generally, more than half of the bagels were eaten before 9:00. d. We've asked him to stop because we've all gained a few pounds.
46. We noticed the of his cologne when he in front of us. a. scent, past b. scent, passed c. sent, passed d. sent, past
47. Ian is the of the triplets, but all the members of his family, he is the only one with a talent for music. a. smallest, among b. smallest, between c. smaller, between d. smaller, among
48. the person found my wallet. a. Your, who b. Your, which c. You're, that d. You're, who
49. I you thought he would be much older I am. a. supposed, then b. suppose, then c. suppose, than d. supposed, than
50. Evan doesn't like chocolate; he away his of cake. a. through, piece b. through, peace c. threw, peace d. threw, piece

Образец текста для реферирования/аннотирования:

Investment is time, energy, or matter spent in the hope of future benefits actualized within a specified date or time frame. Investment has different meanings in economics and finance.

In economics, investment is the accumulation of newly produced physical entities, such as factories, machinery, houses, and goods inventories.

In finance, investment is buying or creating an asset with the expectation of capital appreciation, dividends (profit), interest earnings, rents or some combination of these returns. This may or may not be backed by research and analysis. Most or all forms of investment involve some form of risk, such as investment in equities, property, and even fixed interest securities which are subject, among other things, to inflation risk. It is indispensable for project investors to identify and manage the risks related to the investment.

In macro economics.

In macroeconomics, non-residential fixed investment is the amount purchased per unit time of goods which are not consumed but are to be used for future production (i.e. capital). Examples include railroad or factory construction. Investment in human capital includes costs of additional schooling or on-the-job training. Inventory investment is the accumulation of goods inventories; it can be positive or negative, and it can be intended or unintended. In measures of national income and output, "gross investment" (represented by the variable I) is a component of gross domestic product (GDP), given in the formula $GDP = C + I + G + NX$, where C is consumption, G is government spending, and NX is net exports, given by the difference between the exports and imports, $X - M$. Thus investment is everything that remains of total expenditure after consumption, government spending, and net exports are subtracted (i.e. $I = GDP - C - G - NX$).

Non-residential fixed investment (such as new factories) and residential investment (new houses) combine with inventory investment to make up I. "Net investment" deducts depreciation from gross investment. Net fixed investment is the value of the net increase in the capital stock per year.

Fixed investment, as expenditure over a period of time (e.g., "per year"), is not capital but rather leads to changes in the amount of capital. The time dimension of investment makes it a flow. By contrast, capital is a stock?that is, accumulated net investment to a point in time (such as December 31).

Investment is often modeled as a function of income and interest rates, given by the relation $I = f(Y, r)$. An increase in income encourages higher investment, whereas a higher interest rate may discourage investment as it becomes more costly to borrow money. Even if a firm chooses to use its own funds in an investment, the interest rate represents an opportunity cost of investing those funds rather than lending out that amount of money for interest.

In finance.

In finance, investment is the purchase of an asset or item with the hope that it will generate income or appreciate in the future and be sold at the higher price. It generally does not include deposits with a bank or similar institution. The term investment is usually used when referring to a long-term outlook. This is the opposite of trading or speculation, which are short-term practices involving a much higher degree of risk. Financial assets take many forms and can range from the ultra safe low return government bonds to much higher risk higher reward international stocks. A good investment strategy will diversify the portfolio according to the specified needs.

The most famous and successful investor of all time is Warren Buffett. In March 2013 Forbes magazine had Warren Buffett ranked as number 2 in their Forbes 400 list. Buffett has advised in numerous articles and interviews that a good investment strategy is long term and choosing the right assets to invest in requires due diligence. Edward O. Thorp was a very successful hedge fund manager in the 1970s and 1980s that spoke of a similar approach. Another thing they both have in common is a similar approach to managing investment money. No matter how successful the fundamental pick is, without a proper money management strategy, full potential of the asset cannot be reached. Both investors have been shown to use principles from the Kelly criterion for money management. Numerous interactive calculators which use the Kelly criterion can be found online.

In contrast, dollar (or pound etc.) cost averaging and market timing are phrases often used in marketing of collective investments and can be said to be associated with speculation.

Investments are often made indirectly through intermediaries, such as pension funds, banks, brokers, and insurance companies. These institutions may pool money received from a large number of individuals into funds such as investment trusts, unit trusts, SICAVs etc. to make large scale investments. Each individual investor then has an indirect or direct claim on the assets purchased, subject to charges levied by the intermediary, which may be large and varied. It generally, does not include deposits with a bank or similar institution. Investment usually involves diversification of assets in order to avoid unnecessary and unproductive risk.

Value investment.

Business revolves around the factor of investing; financially, time, in the future and successful investors will generally focus on certain fundamental metrics for their gains. A value investor is aware that when considering the health of a company, the fundamentals associated with it, are a highly influencing factor. They include aspects related to financial and operational data, preferred by some of the most successful investors; for example, Warren Buffett and George Soros. The financial details, such as, earnings per share and sales growth, are essential aids for an investor in determining stocks trading below their worth.

The price to earnings ratio (P/E), or earnings multiple, is a particularly significant and recognized fundamental ratio, with a function of dividing the share price of stock, by its earnings per share. This will provide the value representing the sum investors are prepared to expend for each dollar of company earnings. This ratio is an important aspect, due to its capacity as measurement for the comparison of valuations of various companies. A stock with a lower P/E ratio will cost less per share, than one with a higher P/E, taking into account the same level of financial performance; therefore, it essentially means a low P/E is the preferred option.

An instance, in which the price to earnings ratio has a lesser significance, is when companies in different industries are compared. An example; although, it is reasonable for a telecommunications stock to show a P/E in the low teens; in the case of hi-tech stock, a P/E in the 40s range, is not unusual. When making comparisons the P/E ratio can give you a refined view of a particular stock valuation.

For investors paying for each dollar of a company's earnings, the P/E ratio is a significant indicator, but the price-to-book ratio (P/B) is also a reliable indication of how much investors are willing to spend on each dollar of company assets. In the process of the P/B ratio, the share price of a stock is divided by its net assets; any intangibles, such as goodwill, are not taken into account. It is a crucial factor of the price-to-book ratio, due to it indicating the actual payment for tangible assets and not the more difficult valuation, of intangibles. Accordingly, the P/B could be considered a comparatively, conservative metric.

Debt equity and free cash flow.

For investment purposes, an essential factor relates to how a company finances its assets, especially if it involves a sizable value stock and is a situation in which debt/equity ratio has a significant influence. Similar to the P/E ratio, the debt/equity ratio, indicates the proportion of financing, a company has obtained from debt; for example, loans, bonds and equity, such as, the issuance of shares and stock, which vary between industries. An indication to investors that all is not financially sound with a company, relates to above-industry debt/equity figures, particularly if an industry is experiencing a challenging, adverse business environment.

A factor that sometimes remains unaware to investors is that the earnings of a company generally do not equal the amount of cash generated. This is due to companies reporting their financials utilising, Generally Accepted Accounting Principles (GAAP). It is a standard framework of guidelines for the financial accounting practices used in any given jurisdiction. International Financial Reporting Standards (IFRS) are commonly used, worldwide.

Free cash flow is a metric that determines for an investor the sum of actual cash remaining in a company after deduction of any capital investments. In general, it is preferable to for a company to boast a positive free cash flow, but similar to the debt-equity ratio, this metric assumes greater significance in a difficult business environment.

7.1. Основная литература:

1. Гуревич, В. В. Практическая грамматика английского языка. Упражнения и комментарии [Электронный ресурс] : учеб. пособие / В. В. Гуревич. - 9-е изд. - М.: Флинта : Наука, 2012. - 296 с. URL: - ISBN 978-5-89349-464-8 (Флинта), ISBN 978-5-02-002934-7 (Наука) URL: <http://znanium.com/bookread.php?book=454947>
2. Миньяр-Белоручева, А. П. Учимся писать по-английски : Письменная научная речь [Электронный ресурс] : учеб. пособие / А. П. Миньяр-Белоручева. - М.: Флинта : Наука, 2011. - 128 с. URL: - ISBN 978-5-9765-0903-0 (Флинта), ISBN 978-5-02-037224-5 (Наука). URL: <http://znanium.com/bookread.php?book=455430>
3. Ершова, О. В. Английская фонетика: от звука к слову [Электронный ресурс] : учеб. пособие по развитию навыков чтения и произношения / О. В. Ершова, А. Э. Максаева. - М. : Флинта : Наука, 2011. - 136 с. URL: - ISBN 978-5-9765-1050-0 (Флинта), ISBN 978-5-02-037411-9 (Наука). URL: <http://znanium.com/bookread.php?book=429173>

7.2. Дополнительная литература:

1. Фролова В.П. Английский язык (Магистратура): Учебное пособие/В.П.Фролова, Л.В.Кожанова, Е.А.Молодых, С.В.Павлова. - Воронеж, 2014. - 174с. ISBN 578-5-00032-068-6. URL: <http://www.bibliorossica.com/book.html?currBookId=16508>
2. Идиомы и фразовые глаголы в деловом общении (английский язык): Учебное пособие / З.В. Маньковская. - М.: ИНФРА-М, 2011. - 184 с.: 60x90 1/16. - (Высшее образование). ISBN 978-5-16-004460-6, 1000 экз. URL: <http://znanium.com/bookread.php?book=205580>

7.3. Интернет-ресурсы:

Advice on Academic Writing - www.writing.utoronto.ca/advice

Avoiding Plagiarism - <http://writing.mit.edu/wcc/avoidingplagiarism>

Gillett A. Using English for Academic Purposes. A Guide for Students in Higher Education - www.uefap.com/writing/writfram.htm

Plagiarism: What It is and How to Recognize and Avoid It - <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

10 Tips for Writing the College Application Essay -

<http://www.usnews.com/education/blogs/professors-guide/2010/09/15/10-tips-for-writing-the-college-application-essay>

8. Материально-техническое обеспечение дисциплины(модуля)

Освоение дисциплины "Академическое письмо" предполагает использование следующего материально-технического обеспечения:

Мультимедийная аудитория, вместимостью более 60 человек. Мультимедийная аудитория состоит из интегрированных инженерных систем с единой системой управления, оснащенная современными средствами воспроизведения и визуализации любой видео и аудио информации, получения и передачи электронных документов. Типовая комплектация мультимедийной аудитории состоит из: мультимедийного проектора, автоматизированного проекционного экрана, акустической системы, а также интерактивной трибуны преподавателя, включающей тач-скрин монитор с диагональю не менее 22 дюймов, персональный компьютер (с техническими характеристиками не ниже Intel Core i3-2100, DDR3 4096Mb, 500Gb), конференц-микрофон, беспроводной микрофон, блок управления оборудованием, интерфейсы подключения: USB, audio, HDMI. Интерактивная трибуна преподавателя является ключевым элементом управления, объединяющим все устройства в единую систему, и служит полноценным рабочим местом преподавателя. Преподаватель имеет возможность легко управлять всей системой, не отходя от трибуны, что позволяет проводить лекции, практические занятия, презентации, вебинары, конференции и другие виды аудиторной нагрузки обучающихся в удобной и доступной для них форме с применением современных интерактивных средств обучения, в том числе с использованием в процессе обучения всех корпоративных ресурсов. Мультимедийная аудитория также оснащена широкополосным доступом в сеть интернет. Компьютерное оборудование имеет соответствующее лицензионное программное обеспечение.

Компьютерный класс, представляющий собой рабочее место преподавателя и не менее 15 рабочих мест студентов, включающих компьютерный стол, стул, персональный компьютер, лицензионное программное обеспечение. Каждый компьютер имеет широкополосный доступ в сеть Интернет. Все компьютеры подключены к корпоративной компьютерной сети КФУ и находятся в едином домене.

Лингафонный кабинет, представляющий собой универсальный лингафонно-программный комплекс на базе компьютерного класса, состоящий из рабочего места преподавателя (стол, стул, монитор, персональный компьютер с программным обеспечением SANAKO Study Tutor, головная гарнитура), и не менее 12 рабочих мест студентов (специальный стол, стул, монитор, персональный компьютер с программным обеспечением SANAKO Study Student, головная гарнитура), сетевого коммутатора для структурированной кабельной системы кабинета.

Лингафонный кабинет представляет собой комплекс мультимедийного оборудования и программного обеспечения для обучения иностранным языкам, включающий программное обеспечение управления классом и SANAKO Study 1200, которые дают возможность использования в учебном процессе интерактивные технологии обучения с использованием современных мультимедийных средств, ресурсов Интернета.

Программный комплекс SANAKO Study 1200 дает возможность инновационного ведения учебного процесса, он предлагает широкий спектр видов деятельности (заданий), поддерживающих как практики слушания, так и тренинги речевой активности: практика чтения, прослушивание, следование образцу, обсуждение, круглый стол, использование Интернета, самообучение, тестирование. Преподаватель является центральной фигурой процесса обучения. Ему предоставляются инструменты управления классом. Он также может использовать многочисленные методы оценки достижений учащихся и следить за их динамикой. SANAKO Study 1200 предоставляет учащимся наилучшие возможности для выполнения речевых упражнений и заданий, основанных на текстах, аудио- и видеоматериалах. Вся аудитория может быть разделена на подгруппы. Это позволяет организовать отдельную траекторию обучения для каждой подгруппы. Учащиеся могут работать самостоятельно, в автономном режиме, при этом преподаватель может контролировать их действия. В состав программного комплекса SANAKO Study 1200 также входит модуль Examination Module - модуль создания и управления тестами для проверки конкретных навыков и способностей учащегося. Гибкость данного модуля позволяет преподавателям легко варьировать типы вопросов в тесте и редактировать существующие тесты.

Также в состав программного комплекса SANAKO Study 1200 также входит модуль обратной связи, с помощью которых можно в процессе занятия провести экспресс-опрос аудитории без подготовки большого теста, а также узнать мнение аудитории по какой-либо теме.

Каждый компьютер лингафонного класса имеет широкополосный доступ к сети Интернет, лицензионное программное обеспечение. Все универсальные лингафонно-программные комплексы подключены к корпоративной компьютерной сети КФУ и находятся в едином домене.

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "БиблиоРоссика", доступ к которой предоставлен студентам. В ЭБС "БиблиоРоссика" представлены коллекции актуальной научной и учебной литературы по гуманитарным наукам, включающие в себя публикации ведущих российских издательств гуманитарной литературы, издания на английском языке ведущих американских и европейских издательств, а также редкие и малотиражные издания российских региональных вузов. ЭБС "БиблиоРоссика" обеспечивает широкий законный доступ к необходимым для образовательного процесса изданиям с использованием инновационных технологий и соответствует всем требованиям федеральных государственных образовательных стандартов высшего профессионального образования (ФГОС ВПО) нового поколения.

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "ZNANIUM.COM", доступ к которой предоставлен студентам. ЭБС "ZNANIUM.COM" содержит произведения крупнейших российских учёных, руководителей государственных органов, преподавателей ведущих вузов страны, высококвалифицированных специалистов в различных сферах бизнеса. Фонд библиотеки сформирован с учетом всех изменений образовательных стандартов и включает учебники, учебные пособия, УМК, монографии, авторефераты, диссертации, энциклопедии, словари и справочники, законодательно-нормативные документы, специальные периодические издания и издания, выпускаемые издательствами вузов. В настоящее время ЭБС ZNANIUM.COM соответствует всем требованиям федеральных государственных образовательных стандартов высшего профессионального образования (ФГОС ВПО) нового поколения.

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе Издательства "Лань", доступ к которой предоставлен студентам. ЭБС Издательства "Лань" включает в себя электронные версии книг издательства "Лань" и других ведущих издательств учебной литературы, а также электронные версии периодических изданий по естественным, техническим и гуманитарным наукам. ЭБС Издательства "Лань" обеспечивает доступ к научной, учебной литературе и научным периодическим изданиям по максимальному количеству профильных направлений с соблюдением всех авторских и смежных прав.

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "Консультант студента" , доступ к которой предоставлен студентам. Электронная библиотечная система "Консультант студента" предоставляет полнотекстовый доступ к современной учебной литературе по основным дисциплинам, изучаемым в медицинских вузах (представлены издания как чисто медицинского профиля, так и по естественным, точным и общественным наукам). ЭБС предоставляет вузу наиболее полные комплекты необходимой литературы в соответствии с требованиями государственных образовательных стандартов с соблюдением авторских и смежных прав.

Институт Языка располагает тремя мультимедийными классами, лабораторией ТСО и двумя методическими кабинетами с оборудованием, необходимым для проведения занятий по иностранному языку.

Материально-техническое обеспечение дисциплины предусматривает использование современного оборудования:

копировальной техники;

компьютеров;

принтеров;

сканеров;

CD- и DVD-плееров;

телевизоров;

магнитофонов и видеоманитонов.

При изучении данного курса рекомендуется использовать:

-современные технические средства обучения;

- компьютерные классы с доступом к Интернету;

- новые информационные технологии (Power Point, Movie maker, etc).

Программа составлена в соответствии с требованиями ФГОС ВПО и учебным планом по направлению 27.04.05 "Инноватика" и магистерской программе Интеллектуальная собственность .

Автор(ы):

Шамсутдинова Н.З. _____

Абросимова Г.А. _____

"__" _____ 201__ г.

Рецензент(ы):

Кондратьева И.Г. _____

"__" _____ 201__ г.