

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ  
Федеральное государственное автономное учреждение  
высшего профессионального образования  
"Казанский (Приволжский) федеральный университет"  
Институт геологии и нефтегазовых технологий



УТВЕРЖДАЮ

Проректор по образовательной деятельности КФУ

Проф. Таюрский Д.А.

20\_\_ г.

подписано электронно-цифровой подписью

**Программа дисциплины**  
**Академическое письмо Б1.Б.6**

Направление подготовки: 05.04.01 - Геология

Профиль подготовки: Стратиграфия

Квалификация выпускника: магистр

Форма обучения: очное

Язык обучения: русский

**Автор(ы):**

Кондратьева И.Г. , Мадякина Н.Ю. , Сигал Н.Г.

**Рецензент(ы):**

Хабирова Н.М.

**СОГЛАСОВАНО:**

Заведующий(ая) кафедрой: Кондратьева И. Г.

Протокол заседания кафедры No \_\_\_\_ от " \_\_\_\_ " \_\_\_\_\_ 201\_\_ г

Учебно-методическая комиссия Института геологии и нефтегазовых технологий:

Протокол заседания УМК No \_\_\_\_ от " \_\_\_\_ " \_\_\_\_\_ 201\_\_ г

Регистрационный No 320416

Казань  
2017

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Программу дисциплины разработал(а)(и) доцент, к.н. (доцент) Кондратьева И.Г. кафедра иностранных языков для естественно-научного направления отделение Высшая школа иностранных языков и перевода , Irina.Kondrateva@kpfu.ru ; старший преподаватель, б/с Мадякина Н.Ю. кафедра иностранных языков для естественно-научного направления отделение Высшая школа иностранных языков и перевода , Natalya.Madyakina@kpfu.ru ; доцент, к.н. Сигал Н.Г. кафедра иностранных языков для естественно-научного направления отделение Высшая школа иностранных языков и перевода , Natalya.Sigal@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.

Задачи:

- ознакомить слушателей с базовыми требованиями к письму на английском языке;
- научить приемам структурирования письменных высказываний;
- сформировать умение выражать идеи в письменном виде и аргументировать их;
- усовершенствовать грамматические и лексические умения и навыки слушателей в письменной речи на английском языке;
- подготовить к написанию эссе, статей и аннотаций;
- ознакомить с английской пунктуацией;
- развить навыки редактирования текста.

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

Данная учебная дисциплина включена в раздел " Б1.Б.6 Дисциплины (модули)" основной образовательной программы 05.04.01 Геология и относится к базовой (общепрофессиональной) части. Осваивается на 1 курсе, 1 семестр.

Данная дисциплина включена в раздел "М. 1 Б.2 Общенаучный цикл" и относится к базовой части. Входит в программу обучения магистратуры (9, А семестры).

При изучении дисциплины необходим учет знаний, умений и компетенций, полученных при изучении иностранного языка на уровне бакалавриата.

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

В результате освоения дисциплины формируются следующие компетенции:

Шифр компетенции	Расшифровка приобретаемой компетенции
ОК-3 (общекультурные компетенции)	готовностью к саморазвитию, самореализации, использованию творческого потенциала
ОПК-2 (профессиональные компетенции)	способностью самостоятельно формулировать цели исследований, устанавливать последовательность решения профессиональных задач
ОПК-6 (профессиональные компетенции)	способностью готовность руководить коллективом в сфере своей профессиональной деятельности, толерантно воспринимая социальные, этнические, конфессиональные и культурные различия

Шифр компетенции	Расшифровка приобретаемой компетенции
ОПК-8 (профессиональные компетенции)	готовностью к коммуникации в устной и письменной формах на иностранном языке для решения задач профессиональной деятельности
ПК-10 (профессиональные компетенции)	готовностью к практическому использованию нормативных документов при планировании и организации научно-производственных работ
ПК-11 (профессиональные компетенции)	способностью проводить семинарские, лабораторные и практические занятия
ПК-6 (профессиональные компетенции)	способностью использовать современные методы обработки и интерпретации комплексной информации для решения производственных задач
ПК-7 (профессиональные компетенции)	способностью самостоятельно составлять и представлять проекты научно-исследовательских и научно-производственных работ

В результате освоения дисциплины студент:

1. должен знать:

технологии 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 доклада 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 в 1 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. Structural Elements of Paragraphs Структура параграфа	1	1-2	1	2	0	Устный опрос Письменное домашнее задание
2.	Тема 2. Designing a Paragraph Построение параграфа	1	2-3	1	2	0	Письменное домашнее задание Письменная работа
3.	Тема 3. Argument Аргументы	1	3-4	2	2	0	Письменное домашнее задание Эссе
4.	Тема 4. Thesis Statements Тезисы	1	5-6	1	2	0	Дискуссия Письменное домашнее задание
5.	Тема 5. Transitions Связующие элементы	1	6-7	1	2	0	Письменное домашнее задание Тестирование
6.	Тема 6. Grammar Requirements Грамматика	1	7-10	4	2	0	Эссе Контрольная работа Письменное домашнее задание
7.	Тема 7. Prewriting Strategies Приемы подготовки к письму	1	11	1	1	0	Презентация Письменное домашнее задание
8.	Тема 8. Types of Papers Типы работ	1	12-13	2	1	0	Дискуссия Письменное домашнее задание
9.	Тема 9. Essential Formats Основные форматы работ	1	14	1	1	0	Письменное домашнее задание Деловая игра

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	
10.	Тема 10. Article Abstracts требования к аннотациям	1	15	1	1	0	Письменная работа Письменное домашнее задание
11.	Тема 11. Guidelines on Style, Рекомендации по стилистике	1	16	2	1	0	Творческое задание Эссе
12.	Тема 12. Punctuation Rules Правила английской пунктуации	1	17-18	1	1	0	Презентация Контрольная работа Дискуссия
.	Тема . Итоговая форма контроля	1		0	0	0	Зачет
	Итого			18	18	0	

## 4.2 Содержание дисциплины

### 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. 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. 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. 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. 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. 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. 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. 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. Essential Formats Основные форматы работ**

### **лекционное занятие (1 часа(ов)):**

Essential Formats. General resources in Geology.

### **практическое занятие (1 часа(ов)):**

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

## **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. 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. 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. Structural Elements of Paragraphs Структура параграфа	1	1-2	подготовка домашнего задания	1	домашнее задание
				подготовка к устному опросу	1	устный опрос
2.	Тема 2. Designing a Paragraph Построение параграфа	1	2-3	подготовка домашнего задания	1	домашнее задание
				подготовка к письменной работе	1	письменная работа
3.	Тема 3. Argument Аргументы	1	3-4	подготовка домашнего задания	1	домашнее задание
				подготовка к эссе	1	эссе
4.	Тема 4. Thesis Statements Тезисы	1	5-6	подготовка домашнего задания	1	домашнее задание
				подготовка к дискуссии	1	дискуссия
5.	Тема 5. Transitions Связующие элементы	1	6-7	подготовка домашнего задания	1	домашнее задание
				подготовка к тестированию	1	тестирование
6.	Тема 6. Grammar Requirements Грамматика	1	7-10	подготовка домашнего задания	1	домашнее задание
				подготовка к контрольной работе	1	контрольная работа
				подготовка к эссе	2	эссе
7.	Тема 7. Prewriting Strategies Приемы подготовки к письму	1	11	подготовка домашнего задания	2	домашнее задание
				подготовка к презентации	2	презентация
8.	Тема 8. Types of Papers Типы работ	1	12-13	подготовка домашнего задания	2	домашнее задание
				подготовка к дискуссии	2	дискуссия
9.	Тема 9. Essential Formats Основные форматы работ	1	14	подготовка домашнего задания	2	домашнее задание
				подготовка к деловой игре	2	деловая игра



N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
10.	Тема 10. Article Abstracts требования к аннотациям	1	15	подготовка домашнего задания	2	домашнее задание
				подготовка к письменной работе	2	письменная работа
11.	Тема 11. Guidelines on Style, Рекомендации по стилистике	1	16	подготовка к творческому заданию	1	творческое задание
				подготовка к эссе	1	эссе
12.	Тема 12. Punctuation Rules Правила английской пунктуации	1	17-18	подготовка к дискуссии	2	дискуссия
				подготовка к контрольной работе	1	контрольная работа
				подготовка к презентации	1	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. 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. 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. 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. 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. 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:

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. 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.

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. Prewriting Strategies Приемы подготовки к письму**

домашнее задание , 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. 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. Essential Formats Основные форматы работ**

деловая игра , примерные вопросы:

Imagine that you are the members of the World Geological Society. You are supposed to take part in the International Conference. Your purpose is to share your roles and drama the real situation.

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? 3. Analyze the information from Official USGS Website, Explanatory Website from the US Geological Survey

### **Тема 10. Article Abstracts требования к аннотациям**

домашнее задание , примерные вопросы:

Find fi ve abstracts from a journal in your fi eld and analyze them in terms of the above characteristics. To what extent do your fi ndings agree with them?

письменная работа , 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. Guidelines on Style, Рекомендации по стилистике**

творческое задание , примерные вопросы:

Find a recent journal from the field of your professional interests. Look at the openings of up to six articles. All the articles shoul come from the same journal. Analyze their styles and prove your point of view in the class.

эссе , примерные темы:

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. Punctuation Rules Правила английской пунктуации**

дискуссия , примерные вопросы:

примерные темы: Read the papaer "Mapping the Planets?Geology Stakes Its Claim" by Harry Y. McSween Jr. and determine: 1. What type of composition is this? 2. What is meant by the phrase "mappingthe planet" ? 3. What are the points in favour and against the statement? 4. What linking words/phrases would be useful for writing this topic? 5. What paragraph plan would you follow? 6.Which version is punctuated correctly? 7. Which of the following sentences is most clearly and correctly written?

контрольная работа , 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 geology natural history philosophy and scientifi c 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 infl uence 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. Environmental Geology. 2. History of the Earth. 3.Engeneering Geology. 4. Marine Geology. 5. Petroleum Geology.

### **Тема . Итоговая форма контроля**

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 run-ons 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

Список примерных тем для презентаций/аннотирования/реферирования/тезисов:

Economic geology

Mining geology

Petroleum geology

Engineering geology

Environmental geology

Geochemistry

Geological modelling

Geomorphology

Geophysics

Historical geology

Hydrogeology

Mineralogy

Paleontology

Petrology

Sedimentology

Stratigraphy

Structural geology

Volcanology

Образец текста для реферирования/аннотирования:

GROUNDWORK:

Making things geological: 3-D printing in the geosciences

Franciszek Hasiuk\*

GeoFabLab, Dept. of Geological and Atmospheric Sciences, Iowa State University, Ames, Iowa  
50011, USA

INTRODUCTION

Geoscientists are some of most prolific producers of three-dimensional (3-D) data. These data do not belong in our computers?they belong in our hands. The power of computers to make accurate and speedy calculations on 3-D data sets is impossible for humans to match. Likewise, the power of the human mind and its sensory system to perceive qualitative aspects of physical objects is currently beyond computers. Three-dimensional printing, shorthand for a host of technologies more broadly described as "rapid prototyping," is transforming how scientists, engineers, doctors, and artists interact with and understand 3-D data and models by allowing those data to be touched and viewed from any angle under real-world conditions. Importantly, 3-D printing produces tangible objects that are obviously intuitive to students, non-geoscientists, and decision makers.

Email: franek@iastate.edu

Manuscript received 20 Feb. 2014; accepted 7 June 2014.

doi: 10.1130/GSATG211GW.1

3-D PRINTING IS HERE

While some products result from a perfect mental vision, most manufacturing utilizes an iterative process. Human interaction with prototypes allows model qualities to be assessed in real-world situations. Computer-aided design (CAD) has yielded increasing design accuracy and has allowed design performance to be simulated computationally. However, the same fundamental need often still exists to validate models "in the real world."

Rapid prototyping technologies have developed to meet this challenge. These consist of a family of methods for producing physical models from digital designs (cf. Pham and Gault, 1998). Most commonly, these systems are additive, building an object by fusing together feedstock (e.g., plastic, metal, mineral) delivered to the print area as a powder, liquid, film, bead, or thread. The combination of 3-D printing with any of the multitude of 3-D scanning technologies, like computed tomography (CT) or photogrammetry, creates a 3-D photocopier (e.g., Rengier et al., 2010).

Rapid prototyping is being put to such disparate uses as producing art installations, fabricating aircraft parts, designing jewelry, reproducing paleontological specimens, engineering bone implants, making textiles, creating edible foods, and fulfilling the human need for self-defense (i.e., making weapons). This transformative technology has been widely covered in the popular press, resulting in broad public awareness.

Among geoscientists, paleontologists have been early adopters of this technology (e.g., Bristowe et al., 2004; Balanoff and Rowe, 2002; Pouech et al., 2010; Hasiotis et al., 2011; Hyatt and Rosiene, 2013)?seeking to digitally extract fossils from stubborn matrices or reconstruct disarticulated specimens. Other geoscientific uses have been reported mainly through meeting abstracts: printing CT, LiDAR, and seismic data to understand morphology and stratigraphy (Reyes et al., 2008); printing extraterrestrial topography (Horowitz and Schultz, 2012); and visualizing earthquake distribution (Lindqvist et al., 2012).

### 3-D PRINTING IS EASY

Reliable desktop 3-D printers cost less than US\$3000, and feedstock is commodity priced (unlike 2-D printer ink). 3-D scanning has become easier and less-expensive as consumer-grade solutions have proliferated (e.g., Microsoft's Kinect sensor and free smartphone apps that use cloud services to stitch multiple images into a 3-D model). Free online services (e.g., thingiverse.com, tinkercad.com, 123Dapp.com) allow basic CAD modeling with options to export printable files or have a printing service deliver a completed model. These services provide free platforms for the distribution of models, often including social media and metrics for tracking views and downloads (i.e., impact). While academic and government institutions provide online warehouses of 3-D data and models (cf. DigiMorph.org, GB3D), a peer-review mechanism is sorely needed to ensure uniform standards of accuracy and printability while providing easy access and citability.

### 3-D PRINTING IS USEFUL

In the geosciences, we struggle with a fundamental problem?we love nature, but its aspects can be truly enormous or fantastically miniscule, very far away or exceedingly rare. Our burden is to overcome these conditions and communicate effectively about nature. With equal ease, 3-D printing can make hand-samples out of subduction zones and foraminifera, Martian topography, and seismic data.

Such models are immediately useful because much of what we need to communicate concerns shape and form (Fig. 1). For these purposes, we can produce inexpensive teaching models on demand, saving acquisition costs while bringing unique specimens to broader audiences.

Three-dimensional printing makes the natural specimen the starting point. Digital models can be transformed (e.g., scaled, mirrored, distorted) by an instructor or a student to explore concepts like morphology, vertical exaggeration, or strain. With a little CAD work, we can make flexible fossils to more effectively communicate how organisms, extinct and extant, locomote.

#### Figure 1

3-D printed geological things. (A) Flexible fossil ("Comura articulatum," thingiverse.com). (B) "Artificial reservoir rock" with through-going porosity (GeoFabLab). (C) Crystal model (rhombic dodecahedron, 3Dlapidary.com). (D) Topography of Ames, Iowa, USA, near the football stadium (GeoFabLab). Models were printed in ABS (acrylonitrile butadiene styrene) plastic, the same material used to make LEGO?. Photograph by Bob Elbert.

Students might more easily develop a sense of scale from a touchable topography?that they themselves choose and print?that combines local elevation data showing natural and human features. By printing in multiple colors, geological attributes (like geologic formations or geophysical measurements) can be printed over elevation data as a way to better understand a new field area or check field results. Medical researchers already 3-D print hydroxyapatite for bone implants (e.g., Dorozhkin, 2010), and some researchers have 3-D printed using silica, marble, and gypsum feedstocks.

Destructive testing yields valuable information at the expense of repeatability. Geo-cloning uses 3-D scanning or computational methods to create a digital model of a specimen that can be 3-D printed for analysis with traditional laboratory methods. Three-dimensionally printed river cobbles have been used to investigate weathering processes (Bourke et al., 2008). Others have used CT scanning and 3-D printing to reproduce pore networks (Otten et al., 2012). Recombinant geology involves modifying the intermediate digital model to test hypotheses about the original specimen. For example, parametrically modeled pelecypod shells have been 3-D printed to assess their burrowing functionality (Germann et al., 2014).

### 3-D PRINTING IS INCLUSIVE

Perhaps the most compelling reason to adopt 3-D printing into your teaching and research philosophies is that it will help you communicate more effectively. Some people do not "get" 3-D data on a computer screen, even with 3-D glasses or in 3-D visualization rooms. By printing 3-D data sets, we can interact with them in a more intuitive, more human way. Microfossils and pore networks can be scaled up to sizes more easily explored. A tangible model can help make the most of the short amount of time with a key decision maker at your company or funding agency. Visually impaired geoscientists may benefit greatly from having the opportunity to touch their data (Horowitz and Schultz, 2012).

With 3-D printers in our classrooms and laboratories, by taking them to conferences and K-12 science nights, we can help cement geoscience in the public's perception as a high-tech field and career. Students watch 3-D printers with a fervor usually reserved for athletic events. Let's capitalize on this passion and use 3-D printers in the same way we have used dinosaurs to sneak into young hearts and minds, making them more engaged with the geosciences and more aware of how much fun we have.

## ACKNOWLEDGMENTS

I gratefully thank Dr. Chris Harding, Mark Mathison, Nathan Alms, and 3Dlapidary.com for assistance in building 3-D models. A growing bibliography of geoscientific articles on 3-D printing can be found at the GeoFabLab website: [www.public.iastate.edu/~franek/gfl/gfl.html](http://www.public.iastate.edu/~franek/gfl/gfl.html).

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### **7.2. Дополнительная литература:**

Гуревич, В. В. Теоретическая грамматика английского языка. Сравнительная типология английского и русского языков [Электронный ресурс] : учеб. пособие / В. В. Гуревич. - 7-е изд., стер. - М.: ФЛИНТА, 2012. - 168 с. URL: - ISBN 978-5-89349-422-8. <http://znanium.com/bookread.php?book=490125>

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About Geology and Earth Science. - [www.geology.com](http://www.geology.com),

Geology - [www.geology.about.com](http://www.geology.about.com),

Geology at Moscow State University - [www.geol.msu.ru/english/index.html](http://www.geol.msu.ru/english/index.html)

Geology at Oxford University -

[http://www.ox.ac.uk/admissions/undergraduate\\_courses/courses/earth\\_sciences\\_geology/earth\\_sciences](http://www.ox.ac.uk/admissions/undergraduate_courses/courses/earth_sciences_geology/earth_sciences).

Oxford University Press - [www.oup.co.uk](http://www.oup.co.uk)

Pearson ELT. - [www.pearsonelt.com](http://www.pearsonelt.com)

The journal Geology. - [www.geology.geoscienceworld.org](http://www.geology.geoscienceworld.org)

Практический курс английского языка - [www.longman.com/totalenglish](http://www.longman.com/totalenglish)

Российский государственный университет нефти и газа им.Губкина - [www.gubkin.ru](http://www.gubkin.ru)

Электронная библиотечная система - [www.knigafund.ru](http://www.knigafund.ru)

## **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.

## 8. Материально-техническое обеспечение дисциплины



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

Материально-техническое обеспечение дисциплины предусматривает использование современного оборудования:

копировальной техники;

компьютеров;

принтеров;

сканеров;

CD- и DVD-плееров;

телевизоров;

магнитофонов и видеоманитофонов.

При изучении данного курса рекомендуется использовать:

-современные технические средства обучения;

- компьютерные классы с доступом к Интернету;

- новые информационные технологии (Pwer Pint, Mvie maker, etc).

Программа составлена в соответствии с требованиями ФГОС ВПО и учебным планом по направлению 05.04.01 "Геология" и магистерской программе Стратиграфия .

Автор(ы):

Кондратьева И.Г. \_\_\_\_\_

Сигал Н.Г. \_\_\_\_\_

Мадякина Н.Ю. \_\_\_\_\_

"\_\_" \_\_\_\_\_ 201\_\_ г.

Рецензент(ы):

Хабирова Н.М. \_\_\_\_\_

"\_\_" \_\_\_\_\_ 201\_\_ г.