

Регламент

балльно-рейтинговой оценки

по дисциплине

Академическая коммуникация

Направление подготовки: 38.04.02 Менеджмент

Профили: Маркетинг

Управление развитием бизнеса

Финансовый менеджмент

Менеджмент предприятия

IT-менеджмент

Учебный год 2017/2018

Курс 1


Форма контроля (текущего и промежуточного)	Количество баллов, которое можно получить за данную форму контроля в соответствии с балльно- рейтинговой системой
Контрольная работа	25
Устный опрос	25
Зачет	50

Преподаватель



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Зав. кафедрой



Полякова О.В.

Содержание основных форм текущего контроля

по дисциплине

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Курс 1

1. Контрольная работа: Письменная контрольная работа проводится в часы аудиторной работы. Обучающиеся получают задания для проверки усвоения пройденного материала. Работа выполняется в письменном виде и сдаётся преподавателю. Оцениваются владение материалом по теме работы, аналитические способности, владение методами, умения и навыки, необходимые для выполнения заданий.

Задание 1. Просмотр и обсуждение стилистических ошибок в предложенных научных работах. Обсуждение отрывков из научных статей. Нахождение и исправление грамматических ошибок в предложенных отрывках.

Показатели и критерии оценивания:

(зачтено – найдены все ошибки, частичное обнаружение ошибок, не зачтено - данный показатель не раскрыт)

№ п/п Показатели оценки

1 Анализ ошибок

2 Исправление ошибок

Abstract

The objective need of the individual and society for protection against dangers arising from the human encroachment have now reached its maximum extent. The relevance of the problem under investigation is due to the fact that the culture of

human security behavior has always been in the focus of any ethnic group's attention, which was reflected in mythology, fairy-tales, epics, proverbs and sayings. The people, the genius creator of the language and the teacher all in one, brought into being the greatest works of artistic expression that are intended to lead children in all stages of their emotional and moral development. Folklore contains the richest material for the development of moral qualities. Folklore is diverse and rich in various types and genres. The aim of the article is thus to determine the characteristics of folklore essential for the formation of human security behavior.

In the research of the present problem the following approaches were implemented: sociological survey of future educators, existential method that made it possible to study how students perceived psychological difficulties facing them.

In the article the pedagogical rationale of including such means of folklore like tales, proverbs, epics, folk sayings and games in the formation of health and security culture in school students.

The task of adults is teaching the child to choose the right ways of psychological defence, depending on life circumstances, rather than protecting the child from adverse environmental conditions.

Tales about health and safety are textbooks of life. They contain the experience of many generations that teaches children to ask for help, not to violate the prohibitions, to be brave and not to give up.

The article may be useful for teachers and future educators.

Задание 2. Обсуждение отрывков из научных статей. Нахождение и исправление ошибок в оформлении библиографии в предложенных научных работах.

Показатели и критерии оценивания:

(зачтено – найдены все несоответствия в составлении библиографии, несоответствия найдены частично, не зачтено - данный показатель не раскрыт)

№ п/п	Показатели оценки
1	Анализ несоответствий требованиям составления библиографии и ссылок
2	Исправление несоответствий

References:

- Abakumova, N.N. Peer review of programs in distance education. New information technologies in University education. Kemerovo: KSU. 2002. - p.234.
- Budnik G.A., Bitkin V.P. From experience of creation an electronic textbook on the History of Russia. The journal "Modern science-based technologies», №10, 2007.
- Colla Jean MacLonald. Book created for the Faculty of Medicine: on Health Advocate; Professional and Scholar: <http://ipad-fm.ca/pgmeeebooks>
- Galchenkov, A.S. Didactic features of media technologies use for additional arts education of teenagers. Doctoral dissertation abstract. Rostov-Na-Donu. – 2015.
- Ismagilova, L.R., Polyakova, O.V. The Role of Course Evaluation and Needs Analyses for Syllabus Design: An Application to "English Language" Course for Master-Degree Students in Economics, Mediterranean Journal of Social Sciences , Vol. 6, No. 1, January 2015, Supplement 2.
- Lapshina, T.V., Solovieva, I.A., Savicheva, S.V. Creation of original e-materials for the educational field "Security" of the basic educational program of preschool education. "Vestnik". 2007.
- Lopanova, E.V. Theoretical and technological grounds of improving professional and pedagogical training of the University teacher in the conditions of informatization of education. Doctoral dissertation abstract, Moscow: 2015. - P.3.
- MacDonald, C.J., Stodel, E.J., Thompson, T.L., Archibald, D. & R.Sun (2013). Introduction to research: Demystifying the research process <http://ipad-fm.ca/DTRP/>. Ottawa, Canada: CollaLearning Corp.
- Prishchepa, T.A., Polev, I.A. Methodological support of the teacher on creation of interactive electronic manuals. "Vestnik" TGPU. - 2009. Issue 2, p.72.

Задание 3. Составление структурно-логической схемы статьи. Определение логических ошибок структурирования научной статьи./ Составление структурно-логической схемы собственной научной статьи. Определение логических ошибок структурирования научной статьи. Написание аннотации к собственной научной статье.

Показатели и критерии оценивания:

(зачтено – схема составлена грамотно, в соответствии с требованиями, не зачтено - данный показатель не раскрыт)

- | № п/п | Показатели оценки |
|-------|--|
| 1 | Составление структурно-логической схемы собственной статьи |
| 2 | Написание аннотации к собственной научной статье. |

Анализ собственных ошибок

Задание 4. Работа с научными статьями в базе SCOPUS. Работа с заголовками научных статей. Определение видов заголовков. Перевод заголовков с английского языка на русский.

Показатели и критерии оценивания:

(зачтено – заголовки переведены грамотно, или с некоторыми ошибками, не зачтено - данный показатель не раскрыт)

- | № п/п | Показатели оценки |
|-------|---|
| 1 | Определение видов предложенных заголовков |
| 2 | Перевод заголовков на русский язык |

Translate the titles. Define the type of a title.

1. The socio-economic gradient in children's reading skills and the role of genetics.
2. Creativity and education: comparing the national curricula of the states of the European Union and the United Kingdom.
3. Progressing to university: hidden messages at two state schools.
4. Drama and learning science: an empty space?
5. Keeping on track: Performance profiles of low performers in academic educational tracks.
6. Rethinking assessment in a digital age: opportunities, challenges and risks.
7. How does the choice of A-level subjects vary with students' socio-economic status in English state schools?

8. The use of critical thinking in higher education in relation to the international student: Shifting policy and practice
9. The social and emotional dimensions of schooling: A case study in challenging the “barriers to learning”.
10. Challenges to teacher resilience: conditions count.
11. Teaching and developing as a teacher in contradictory times.
12. Sickness presenteeism of German teachers: prevalence and influencing factors.
13. Special education trainee teachers’ perceptions of their professional world: motives, roles, and expectations from teacher training.
14. Question types and wait-time during science related activities in Turkish preschools.
15. The role of feedback from the school leader during teacher evaluation for teacher and school improvement.
16. The effect of perfectionism on burnout among English language teachers: the mediating role of anxiety.
17. Returning to practice in teacher education: embodied knowledge in learning to teach.
18. Assessing early grade reading: the value and limits of “words per minute”.
19. Language teaching for European citizenship: insights for teacher education.
20. The edge of messy: interplays of daily storytelling and grand narratives in teacher learning.

Задание 5. Перефразирование текста.

Показатели и критерии оценивания:

(зачтено – перефразирование сделано грамотно или с некоторыми недочетами, не зачтено - данный показатель не раскрыт)

№ п/п Показатели оценки

1 Перевод текста

2 Перефразирование текста

Write a paraphrase of each of the following passages. Try not to look back at the original passage.

1. "The Antarctic is the vast source of cold on our planet, just as the sun is the source of our heat, and it exerts tremendous control on our climate," [Jacques] Cousteau told the camera. "The cold ocean water around Antarctica flows north to mix with warmer water from the tropics, and its upwellings help to cool both the surface water and our atmosphere. Yet the fragility of this regulating system is now threatened by human activity." From "Captain Cousteau," Audubon (May 1990):17.
2. "The twenties were the years when drinking was against the law, and the law was a bad joke because everyone knew of a local bar where liquor could be had. They were the years when organized crime ruled the cities, and the police seemed powerless to do anything against it. Classical music was forgotten while jazz spread throughout the land, and men like Bix Beiderbecke, Louis Armstrong, and Count Basie became the heroes of the young. The flapper was born in the twenties, and with her bobbed hair and short skirts, she symbolized, perhaps more than anyone or anything else, America's break with the past." From Kathleen Yancey, English 102 Supplemental Guide (1989): 25.
3. "Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head." From "Bike Helmets: Unused Lifesavers," Consumer Reports (May 1990): 348.
4. "While the Sears Tower is arguably the greatest achievement in skyscraper engineering so far, it's unlikely that architects and engineers have abandoned the quest for the world's tallest building. The question is: Just how high can a building go? Structural engineer William LeMessurier has designed a skyscraper nearly one-half mile high, twice as tall as the Sears Tower. And architect Robert Sobel claims that existing technology could produce a 500-story building." From Ron Bachman, "Reaching for the Sky." Dial (May 1990): 15.

2 Устный опрос

1. What are the peculiarities of an academic writing?
2. What are the typical mistakes in writing a scientific paper?
3. What are the rules of organizing references?
4. What is plagiarism? How to avoid plagiarism?
5. Why is giving a title to your paper problematic and why is it crucial to choose the correct title?
6. What is the purpose of an abstract? How can an abstract help a researcher choose which papers to read? What information does the abstract usually include?
7. What is a hypothesis?
8. What is an introduction? What can the writer present in the introduction?
9. Are visuals crucial in writing scientific papers? Why/why not?
10. What are structural elements of paragraphs?
11. What is the difference between a discussion and a conclusion? Why do researchers usually keep the results and discussion sections separate?
12. What are acknowledgements? Is acknowledgements section optional or obligatory?

Вопросы к зачету

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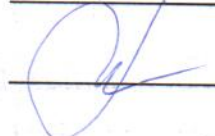
1. What is the typical structure of an academic paper?
2. Why is it a good idea to review the literature before planning your paper? How can you find research papers which will be relevant to your area?
3. What are prewriting strategies?
4. What are the underlying implications of plagiarism?
5. What materials are relevant to be included in the article?
6. How should the cited literature in the article be organized?
7. What is the difference between the critical reading and critical thinking?
8. Why is it important for critical reading to distinguish between fact and opinion?
9. What makes the hypothesis credible?
10. How is the information in the results section of a paper different from the discussion section?

Преподаватель

Зав. кафедрой



Латыпова Л.А.



Полякова О.В.