

Practical Foreign Language Course for Scientific Communication.

Part I. (English Language) Syllabus

Requisites of the Course

Cycle of Higher Education	Second (master)
Field of Study	C - Social sciences, journalism, information and international relations
Speciality	C5 Sociology
Curriculum	Social Data Analytics
Type of Course	Elective
Mode of Study	Full-time
Year of Study/ Semester	I year (I, II semester)
ECTS workload	3 credits (ECTS). Total number of hours is 90, including 60 hours of classroom work, and 30 hours of self-study.
Testing and Assessment	Abstract (I semester), Final testing (II semester)
Course Schedule	One lesson a week by the timetable http://rozklad.kpi.ua/
Language of Instruction	English
Course Instructors	Prof. Iryna Simkova Contact number: 044 204 82 05 email: simkova.iryana@iil.kpi.ua web page: http://kamgs3.kpi.ua/
Access to the Course	The course is hosted on the Sikorsky platform and in the Electronic Campus system Access mode: by invitation of the teacher

Outline of the Course

1. Course description, goals, objectives, and learning outcomes

The *Practical Foreign Language Course for Scientific Communication* belongs to the cycle of humanitarian and socio-economic training. The profession-oriented nature and implementation of interdisciplinary links provide the peculiarity of the course, which is reflected in the educational goals and the content.

In the context of expanding international cooperation, implementing international agreements and programs, Ukraine's participation in the Bologna process, the question arises of the formation of future specialists having a foreign language communicative competence as a component of their professional competence.

The aim of the course is to form English-language communicative competence at a level not lower than B2, which is the standard for bachelor's degree preparation. At this level, students are able to

communicate effectively in typical educational and professional situations in accordance with the norms and cultural traditions of specialists in a particular field.

This course is important for future professionals as it provides them with the necessary level of knowledge, skills and abilities for English-language professional communication and ensures the effective use of English-language terminology in international cooperation, taking into account the specifics of communication within the needs of the profession. The course covers the basic needs of document management, business correspondence and industrial negotiations in English.

After completing the discipline, students are expected to demonstrate a range of clearly defined learning outcomes. In particular, they are able to understand the main ideas and identify relevant information during discussions, debates, reports, conversations, and lectures related to the topic of study and their specialty. They can clearly formulate, express, and substantiate their own views and opinions on current academic issues in seminars, conferences, and meetings, as well as deliver prepared individual presentations on a wide range of scientific and professionally oriented topics. Students are capable of understanding authentic texts related to their field of study, including materials from textbooks, popular and specialized journals, and Internet sources. They can prepare and produce scientific and technical documentation, such as letters, applications, and reports. In addition, they are able to translate structurally complex sentences, correctly determine and convey the appropriate meanings of polysemantic words, and apply specific translation techniques related to sentence restructuring. Students also demonstrate an understanding of how different types of scientific and technical texts function, including technical books, monographs, journal articles, technical descriptions, patents, reference books, and catalogues, and are able to use auxiliary literature—primarily specialized dictionaries and reference materials—when analyzing foreign-language information in their specialty and performing translation tasks.

In the process of studying the discipline, applicants acquire a set of general competencies, including the ability to communicate effectively in the state and foreign languages both orally and in writing, as well as interpersonal interaction skills. These competencies contribute to the formation of program learning outcomes, according to which applicants are able to communicate fluently in Ukrainian and English, both orally and in writing, to discuss scientific and professional issues. This includes engagement with scientific problems in the fields of electronics, automation, electronic communications, and a broader range of engineering topics, as well as the presentation of research results and innovative projects.

In accordance with the requirements of the ONP, the aim of teaching the academic discipline is to develop in students, as future professionals, the following abilities:

ZK 04 – the ability to work in an international context;

FK 05 – the ability to discuss the results of sociological research and projects in Ukrainian and foreign languages;

FK 08 – the ability to cooperate with European and Euro-Atlantic institutions.

Furthermore, in line with the requirements of the educational and scientific program, upon completion of the discipline students must demonstrate specific learning outcomes, namely:

PRN 05 – the ability to search for, analyze, and evaluate relevant information from scientific literature, databases, and other sources;

PRN 06 – the ability to communicate freely, both orally and in writing, in Ukrainian and one foreign language when discussing professional issues, research, and innovations in the field of sociology and related sciences, including within the context of cooperation with European and Euro-Atlantic institutions;

PRN 08 – the ability to clearly and unambiguously convey knowledge, personal conclusions, and arguments on issues of sociology and related fields to both specialists and non-specialists, including students.

2. Prerequisites and post-requisites of the course

Prerequisites for successful completion of the Practical Foreign Language Course for Scientific Communication are a minimum B2 level of English (according to the Common European Framework of Reference for Languages (CEFR), which the student obtains as a result of learning the course “Practical professional foreign language course”.

Post-requisites of the course are obtaining the level B2 (CEFR) to pass the exam and continue training in the master's program.

3. Content of the course

Topic 1. Understanding the importance of researcher profiles
Topic 2. Creating an effective researcher profile
Topic 3. Showcasing your work
Topic 4. Exploring researcher networking platforms
Topic 5. Setting up and managing your researcher profile
Topic 6. Formulating research questions
Topic 7. Strategies
Topic 8. Social change and social conflicts.
Topic 9. Resolving workplace conflicts.
Topic 10. Designing compelling visuals
Topic 11. Success.
Topic 12. Overcoming challenges
Topic 13. Advice for start-ups
Topic 14. Development in online business
Topic 15. Social media

4. Coursebooks and teaching resources

Basic:

1. Iwonna Dubiska, Margrett O’keefee.(2017). Market Leader. Business English Course book.– Longman. 186 p.
2. English for Scientists. for students of the humanities [Electronic online educational publication]: textbook/edition 2nd revised, supplemented. I.O. Simkova, A.V. Medvedchuk, K.R. Tulyakova. Electronic test data (1 file, 13.3 MB). K.: Igor Sikorsky Kyiv Polytechnic Institute, 2024. 310 p.

Supplementary:

1. Dooley J. Grammarway 1 / Jenny Dooley, Virginia Evans. – Express Publishing, 2004. – 142 p.
2. Murphy R. English Grammar in Use / Raymond Murphy. – Cambridge: Cambridge University Press, 1992. – 328 p.
3. Mark Foley, Diane Hall. My Grammar Lab.– Pearson Education Ltd, 2017.–371 p.
4. Write a motivation letter. (2020). Retrieved from: https://www.unipage.net/en/letter_motivation.

On-line resources:

<https://learnenglish.britishcouncil.org/en/english-emails> <https://esol.britishcouncil.org>
<https://learnenglishteens.britishcouncil.org/>
<https://www.bbc.co.uk/learningenglish/>
<https://www.coursera.org/learn/stem>
<https://www.ieee.org/>
<https://passport.garneteducation.com/>

Course Overview

5. Methodology

The general methodological approach to teaching the *Practical Foreign Language Course for Scientific Communication* is defined as communicative-cognitive and professionally focused, where the center of the educational process is the student - the subject of study and the future specialist.

The methodology of teaching a foreign language for professional purposes combines the provisions of professionally oriented communicative methodology aimed at the formation of foreign language professional communicative competence, in which communication is both the ultimate goal of language learning and a means to achieve it. Work on practical classes is aimed at acquiring knowledge, developing and improving communication skills and abilities in a foreign language professional environment. The students also learn to effectively process authentic professionally oriented sources, develop and improve skills and abilities of foreign language professional written communication. The lesson topics and range of activities are relevant to the goals of the *Practical Foreign Language Course for Scientific Communication* and are described in more detail in the curriculum.

No	Topic	Hours
1 semester		
1	Topic 1. Understanding the importance of researcher profiles. Introduction to the course. Practical task: passing the entrance test.	2
2	Topic 1. Understanding the importance of researcher profiles Practical task: performing exercises on the topic of the lesson.	2
3	Topic 2. Creating an effective researcher profile Practical task: performing exercises on the topic of the lesson.	2
4	Topic 2. Creating an effective researcher profile Practical task: performing exercises on the topic of the lesson.	2
5	Review of the studied material. Progress test.	2
6	Topic 3. Showcasing your work Practical task: performing exercises on the topic of the lesson.	2
7	Topic 4. Exploring researcher networking platforms. Practical task: performing exercises on the topic of the lesson.	2
8	Topic 5. Setting up and managing your researcher profile Practical task: performing exercises on the topic of the lesson.	2
9	Topic 6 . Setting up and managing your researcher profile Practical task: performing exercises on the topic of the lesson.	2
10	Topic 7. Formulating research questions	2

	Practical task: performing exercises on the topic of the lesson.	
11	Topic 8. Strategies Practical task: performing exercises on the topic of the lesson.	2
12	Presentations on professional topics. Discussion and peer evaluation of presentation.	2
13	Review of the studied material. Preparation for the Modul control work.	2
14	Modul control work.	2
15	Analysis of the results of the module test. Summing up the results of the semester.	2
2 semester		
16	Topic 9. Social change and social conflicts Practical task: performing exercises on the topic of the lesson.	2
17	Topic 9. Social change and social conflicts Practical task: performing exercises on the topic of the lesson.	2
18	Topic 10 Designing compelling visuals Practical task: performing exercises on the topic of the lesson.	2
19	Topic 10 Designing compelling visuals Practical task: performing exercises on the topic of the lesson.	2
20	Review of the studied material. Progress test.	2
21	Topic 11 Success Practical task: performing exercises on the topic of the lesson.	2
22	Topic 11. Success. Practical task: performing exercises on the topic of the lesson.	2
23	Topic 12. Overcoming challenges Practical task: performing exercises on the topic of the lesson.	2
24	Topic 12. Overcoming challenges Practical task: performing exercises on the topic of the lesson.	2
25	Topic 13 . Advice for start-ups Practical task: performing exercises on the topic of the lesson.	2
26	Topic 14. Online business Practical task: performing exercises on the topic of the lesson.	2
27	Topic 14. Development in online business Practical task: performing exercises on the topic of the lesson.	2
28	Topic 15. Social media Practical task: performing exercises on the topic of the lesson.	2
29	Review of the studied material. Preparation for the Final Test.	2
30	Final Test.	2
	Total	60

6. Self-study

Self study is essential for students to get most out of their learning experience outside the classroom and include:

- elaboration of original foreign professionally oriented literature, search and critical analysis of English language sources on the Internet in order to obtain certain information on the specialty;

- performing individual tasks, which help students consolidate and apply their knowledge in practice.

The main types of individual tasks are completing the online courses on the Sikorsky platform, creating interactive posters and presentations, writing essays in the specialty, preparation of projects with the reports in the form of presentations, preparation of a written translation within a professionally oriented topic;

- preparation for the lessons and individual execution of different levels of complexity exercises.

Distribution of hours between classroom and self-independent work.

Content module names	Number of hours		
	Total	Including	
		Classroom	Self-independent
1 semester			
Classroom hours	36	30	6
Modul control work	4	-	4
Presentations on professional topics	5	-	5
Total (1 semester)	45	30	15
2 semester			
Classroom hours	37	28	9
Final Test	2	2	0
Credit test	6	-	6
Total (2 semester)	45	30	15
TOTAL	90	60	30

Attendance Policy and Assessment

7. Attendance policy

The Practical Foreign Language Course for Scientific Communication is exclusively practical in nature, so the successful completion of the course involves attending practical classes on topics and completing the corresponding tasks, individual and group work. All works and activities are aimed at the student's compliance with the assessment rating requirements. A significant part of the student's rating is formed through active participation in activities in practical classes. Therefore, skipping a practical lesson does not allow the student to get points in the semester rating. The general assessment takes place according to the scheme of the agreed rating system. Mid-term attestation of students (hereinafter - attestation) is a calendar boundary control. The purpose of the attestation is to improve the quality of student learning and monitor the implementation of the schedule of the educational process by students. Expected learning outcomes, control measures and deadlines are announced to students at the first lesson. Students are provided with up-to-date information on the organization of the educational process in the discipline via notifications in the Electronic Campus system or through the official Telegram channel of the department. In the context of blended or distance learning, practical classes are conducted in the

format of video conferences using platforms such as Zoom, Google Meet, Microsoft Teams, Blue Button, or Discord.

Assessment is implemented in accordance with an approved rating-based evaluation system. The expected learning outcomes, forms of assessment, and relevant deadlines are communicated to students during the first class. Incentive points may be awarded for participation in scientific and practical conferences and Olympiads, as well as in cases where learning outcomes obtained through non-formal and/or informal education are officially recognized.

The total number of incentive points awarded for participation in events at various levels may not exceed 10% of the overall rating, that is, a maximum of 10 points per academic year.

Вид заходу/Рівень	International	National	Local
Delivering presentation in English on scientific conference	5	4	2,5-0,5
Participation in Creative work competition in English	5	4	2,5-0,5
Participation in Foreign language Olympiad	5	4	2,5-0,5

Academic integrity

Students are required to comply with the Code of Honor of Igor Sikorsky Kyiv Polytechnic Institute and to uphold the principles of academic integrity and ethical conduct by demonstrating discipline, politeness, goodwill, honesty, and responsibility.

The policy and principles of academic integrity are defined in Section 3 of the Code of Honor of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute." Additional information is available at: <https://kpi.ua/code>

Ethical norms

The norms of ethical behavior of students and employees are defined in Section 2 of the Code of Honor of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". More information: <https://kpi.ua/code>

8. Monitoring and grading policy

At the first lesson of the course students are introduced to the rating system of performance, which is based on the university regulations on the academic performance and grading system, as stated in https://document.kpi.ua/files/2020_1-273.pdf

The continuous assessment of student performance during the course suggests that the 100-point score comprise getting maximal 5 points obtainable for classroom work at 16 lessons, and doing the 10-point Presentation on the topic of the specialty, and 10-point Final Test.

Classroom work includes fulfilling the homework assignments, studying the coursebook materials, and discussion in groups.

According to the university regulations on the monitoring of students' academic progress (https://kpi.ua/document_control) there are two assessment weeks, usually during 7th/8th and 14th/15th week of the semester, to check their progress against the criteria of the course assessment policy.

At the final lessons of the course students will add their rewarding points, if there are any, to the performance score, and in case it is in total higher than 60 points, they may like to get their Pass instead of taking the Fail/ Pass Test.

Students whose final performance score is 30-60 points have to take the Fail/ Pass Test in order to complete the course.

No	Activities	%	Points	Number	Total
1.	Classroom activities (1 semester – 15 lessons; 2 semester – 15 lessons)	75%	2,5	30	75
2.	Presentations on professional topics. (1 semester)	5%	5	1	5
3.	Modul control work (1 semester)	10%	10	1	10
4.	Final Test (2 semester)	10%	10	1	10
Total					100

Criteria for assessing the mastery of the educational component.

The maximum weighted score for work in the classroom is 2.5 points.

Grade	Points	Assessment criteria
Excellent	2,5	excellent performance in the practical lesson, with full and correct completion of educational tasks based on the material studied for the lesson topic (95%–100% of the task volume and correct answers); only minor errors may be present.
Very good	2	active participation in the practical lesson, with full and correct completion of educational tasks in accordance with the studied material on the lesson topic (at least 85%–94% of the task volume); minor errors are possible.
Good	1,5	participation in the practical lesson with partial completion of educational tasks based on the studied material on the lesson topic (75%–84% of the task volume and correct answers); errors or answers with minor inaccuracies are observed.
Satisfactory	1	satisfactory participation in the practical lesson, with partial completion of educational tasks taking into account the studied material on the lesson topic (65%–74% of the task volume and correct answers); errors or inaccurate answers are present. If the applicant was not prepared for the practical lesson but actively worked using the lesson material, the work is assessed according to this criterion.
Sufficient	0,5	participation in the practical lesson with completion of educational tasks based on the studied material on the lesson topic (60%–64% of the task volume and correct answers); gross errors or inaccurate answers are present. If the applicant was not prepared for the practical lesson but actively worked using the lesson material, the work is assessed according to this criterion.
Fail	0	the student is not prepared for the practical lesson and does not participate in work during the practical lesson.

Assessment of the preparation and delivery of presentations is conducted in accordance with the following criteria:

1. Content and structure (1 point):

This criterion evaluates the relevance of the presentation to the stated topic and task, as well as compliance with the main thematic focus. Attention is paid to the structure of both the text and the presentation, including the presence of an introduction, a main part, a conclusion, and references to the sources used, and to whether each of these components fulfills its intended function. The logical organization of the material is assessed, namely the clarity and consistency in the presentation of ideas and arguments. In addition, the validity of arguments is evaluated through the presence of supporting examples, evidence, and well-grounded reasoning.

2. Speech competence (1 point):

This criterion focuses on grammatical correctness and the extent to which grammatical errors are present in the text. It also assesses lexical choice, including the appropriate use of general and professionally oriented vocabulary. Integrity and coherence of the text are considered, with attention to the suitability of the chosen style, the use of various sentence types, and the logical connections between sentences and paragraphs.

3. Public speaking ability (2 points):

Public speaking skills are assessed through speech competence, including grammatical accuracy, lexical choice, integrity and coherence of oral speech, as well as pronunciation, intonation, logical pauses, and speech tempo. Posture and gestures are evaluated with regard to the appropriate use of body language, facial expressions, and nonverbal communication during the presentation. In addition, the ability to use presentation tools is assessed, including the quality of slides, their content and graphic design, the balance between text and visuals, and the applicant's effectiveness in presenting information through slides.

4. Answers to questions (1 point):

This criterion assesses speech competence in responses, including grammatical correctness, lexical choice, integrity and coherence, as well as pronunciation, intonation, logical pauses, and pace of speech. The depth and clarity of answers are evaluated based on the applicant's ability to respond to questions with sufficient understanding of the topic and to express ideas clearly and concisely.

Calendar control (CC) of students is carried out based on the value of the current rating. A prerequisite for satisfactory certification is that the student's current rating reaches at least 50% of the maximum possible score at the time of calendar control.

Calendar control		Points	Numbers	Max	Min (50%)
1 semester	7 th week (the first CC)	2,5	7	17,5	8,75
	13 th week (the second CC)	2,5	13	32,5	16,25
2 semester	7 th week (the third CC)	2,5	26	75	35
	13 th week (the fourth CC)	2,5	32	80	40

The **modular control work (MCW)** is conducted to assess students' mastery of the module material during the penultimate lesson of the fall semester, while the **final test (FT)** is conducted during the penultimate lesson of the spring semester. The purpose of both the MCW and the FT is to determine the level of students' language proficiency in listening, reading, grammar, writing, and speaking.

The MCW/FT consists of seven tasks.

The first task involves listening comprehension and includes five questions; the maximum score for this task is 10 points, with 2 points awarded for each correct answer.

The second task focuses on comprehension of a written text and includes ten questions; the maximum score is 20 points, with 2 points for each question.

The third task also checks comprehension of a written text, but with an emphasis on lexical skills; it includes ten questions with a maximum score of 10 points, where each question is worth 1 point.

The fourth task is a grammar exercise consisting of twenty sentences; the maximum score is 20 points, with 1 point awarded for each correct answer.

The fifth task is translation practice and includes the translation of ten sentences corresponding to the program material; the maximum score is 10 points, with 1 point for each sentence.

The sixth task is a written assignment aimed at assessing the ability to produce a coherent and logically structured text in a foreign language; the maximum score is 10 points.

The seventh task assesses speaking skills and consists of a conversation on the proposed topics, including monologue speech with a maximum of 5 points and dialogical speech with a maximum of 15 points.

To simplify the calculation of results, a coefficient of 0.1 is applied. Accordingly, the maximum number of points for the MCW/FT is calculated as 100 points multiplied by 0.1, which equals 10 points.

During the penultimate lesson of the spring semester, the final calculation of the students' RD rating score is carried out, and incentive points for creative work are added. Students who have obtained an RD score of 60 points or higher are entitled to receive a credit mark by the so-called "automatic" method based on the rating achieved, in which case the RD points and the corresponding grade are entered into the credit and examination record. Such students may also choose to take a credit test in order to improve their grade.

If the grade obtained for the credit test is higher than the grade received by the "automatic" method, the student is awarded the grade based on the results of the credit test. If the grade obtained for the credit test is lower than the grade determined by the "automatic" method, a "hard" RSO is applied, meaning that the previous rating is canceled and the final grade is determined solely on the basis of the credit test results. Students who have obtained a rating of less than 60 points in the educational component over two semesters are required to take the credit test.

The structure of the credit test includes several components.

Test task No. 1 assesses listening skills, with a maximum score of 10 points and 2 points awarded for each question.

Test tasks No. 2 and No. 3 assess reading skills, with a maximum total of 20 points and 2 points per question.

Test task No. 4 evaluates lexical knowledge and has a maximum score of 10 points, with 1 point for each question.

Test task No. 5 checks grammatical knowledge, with a maximum score of 20 points and 1 point for each question.

Test tasks No. 6 and No. 7 focus on translation practice, with a maximum of 10 points and 1 point per question.

Test task No. 8 assesses writing skills and has a maximum score of 10 points.

Test task No. 9 evaluates monologue and dialogical speaking skills, with a maximum score of 20 points.

The rating scale is defined as follows:

95–100 points correspond to the grade "excellent";

85–94 points to "very good";

75–84 points to "good";

65–74 points to "satisfactory";

60–64 points to “sufficient”;
less than 60 points to “unsatisfactory”.

The final performance score or the results of the Fail/ Pass Test are adopted by university grading system as follows:

Table of correspondence of rating points to grades on the university scale:

Score	Grade
100-95	Excellent
94-85	Very good
84-75	Good
74-65	Satisfactory
64-60	Sufficient
below 60	Fail
Course requirements are not met	Not Graded

9. Additional information on the course

Recognition of learning outcomes obtained in non-formal/informal education, in particular an international certificate in a foreign language at level C1 and above (the list of recommended international tests for knowledge of English as a foreign language is given in Appendix 1 to Order No. 13 of the Ministry of Education and Science of Ukraine dated January 14, 2016, see the link <http://old.mon.gov.ua/files/normative/2016-03-04/5162/nmo-13.pdf>), is regulated by the relevant current “Regulations on the recognition of learning outcomes acquired in non-formal/informal education at Igor Sikorsky Kyiv Polytechnic Institute” (<https://osvita.kpi.ua/node/179>).

To validate learning outcomes, a subject commission is created by order of the dean of the faculty, which includes: the head of the department; a scientific and pedagogical employee responsible for the educational component offered for enrollment; scientific and pedagogical employee of the department of the technical faculty/institute, as a rule, the curator of the applicant's academic group or his scientific supervisor. The subject commission considers the submitted documents, analyzes their compliance with the syllabus (work program of the academic discipline/educational component), conducts an interview with the applicant (if necessary) and makes one of the following decisions:

1. recognize the results obtained during non-formal education and count them as an assessment of the semester control in the relevant academic discipline/educational component;
2. recognize the results obtained during non-formal education and count them in accordance with the rating system of assessment as a current control in the relevant component of the academic discipline/educational component in the amount of no more than 15 points per academic year;
3. do not recognize the results obtained during non-formal/informal education;
4. set a date for an extraordinary control event, in accordance with the curriculum for the academic discipline/educational component that can be credited.

Inclusive learning. The educational component can be taught to most students with special educational needs who do not allow them to complete tasks using personal computers, laptops and/or

other technical means. More information about ensuring inclusive education at Igor Sikorsky Kyiv Polytechnic Institute can be found at <https://osvita.kpi.ua/node/172>.

Syllabus of the course

is designed by Iryna Simkova, Professor, Dr. Sc. (Education), HoD

(position/ scientific degree, academic title/ full name)

adopted by Igor Sikorsky Kyiv Polytechnic Methodological Board (Protocol № 11 , 23 May 2025)

approved by the Faculty of Linguistics Methodological Board (Protocol № 8, 29 May 2025)