Автономная некоммерческая образовательная организация высшего образования «Европейский университет в Санкт-Петербурге»

Факультет истории

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Протокол Ученого Совета
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Рабочая программа дисциплины
Иностранный язык

Программа подготовки научных и научно-педагогических кадров в аспирантуре

Научная специальность 5.6.5. Историография, источниковедение, методы исторического исследования

язык обучения – русский
форма обучения – очная

Санкт-Петербург

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Рабочая программа дисциплины «Иностранный язык», входящая в состав программы подготовки научных и научно-педагогических кадров в аспирантуре научная специальность 5.6.5. Историография, источниковедение, методы исторического исследования, утверждена на заседании совета факультета истории.

Протокол заседания № 7 от 21 марта 2022 года.

АННОТАЦИЯ РАБОЧЕЙ ПРОГРАММЫ ДИСЦИПЛИНЫ
«Иностранный язык»
(1.2)

Дисциплина **«Иностранный язык»** является дисциплиной, направленной на подготовку к кандидатскому экзамену по иностранному языку, программы подготовки научно-педагогических кадров в аспирантуре по научной специальности 5.6.5. Историография, источниковедение, методы исторического исследования.

Дисциплина реализуется на факультете истории.

Требования к результатам освоения дисциплины:

ЗНАТЬ:

— особенности системы изучаемого иностранного (английского) языка в его фонетическом, лексическом и грамматическом аспектах (в сопоставлении с родным - русским языком);

— особенности функционального научного стиля английского языка, необходимые для восприятия и адекватной интерпретации научных иноязычных текстов и оформления собственного дискурса;

— требования к оформлению научных трудов на изучаемом языке, принятые в международной практике с целью публикации собственных работ в зарубежных научных изданиях;

— социокультурные и языковые нормы бытового и профессионального общения, а также правила речевого этикета, позволяющие специалисту эффективно использовать иностранный язык как средство общения в современном поликультурном мире.

УМЕТЬ:

— вести общение общего и профессионального содержания на иностранном языке (английском) в рамках пройденного материала, пользуясь правилами речевого этикета, а также фоновыми знаниями страноведческого и профессионального характера;

— читать и переводить литературу по специальности с целью поиска необходимой информации на основе различных видов чтения, оформлять извлеченную информацию в виде аннотации, перевода, эссе, презентации;

— письменно выражать свои коммуникативные намерения в сферах, предусмотренных настоящей программой;

— понимать аутентичную иноязычную речь на слух в объеме программной тематики.

ВЛАДЕТЬ:

— навыками восприятия профессиональной деловой терминологии, навыками целостного восприятия и анализа письменных и устных иноязычных текстов, навыки самостоятельного овладения языком;

— навыками работы с обширными базами научной информации с применением изучаемого иностранного языка;

— навыками выступления перед аудиторией с сообщениями, презентациями, докладами по тематике, связанной с проводимыми исследованиями;

— навыками компрессии информации для составления аннотаций, обзоров.

Главной целью дисциплины «Иностранный язык» является формирование иноязычных коммуникативных компетенций у аспирантов, прежде всего в профессиональной сфере, позволяющих использовать иностранный язык как средство межличностного и профессионального общения, а также - необходимость подготовки обучающихся к сдаче кандидатского экзамена.

Преподавание дисциплины предусматривает следующие формы организации учебного процесса: лабораторные занятия, семинарские занятия, самостоятельная работа аспиранта, промежуточная аттестация.

Программой дисциплины предусмотрены следующие виды контроля: текущий контроль успеваемости, промежуточный контроль в форме зачета с оценкой (в конце первого курса).

Общая трудоемкость освоения дисциплины составляет 3 зачетные единицы, 108 часов.

Программой дисциплины предусмотрены: 6 часов лабораторных занятий, 54 часа семинарских занятий, 48 часов самостоятельной работы аспиранта.

СОДЕРЖАНИЕ

1. ЦЕЛИ И ЗАДАЧИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Главной **целью** дисциплины **«Иностранный язык»** является формирование иноязычных коммуникативных компетенций у аспирантов, прежде всего в профессиональной сфере, позволяющих использовать иностранный язык как средство межличностного и профессионального общения.

Достижение главной цели предполагает комплексную реализацию следующих **задач:**

– познавательной;

– практической;

– профессиональной, предполагающей овладение иноязычным общением в единстве всех его компетенций, функций и форм, что осуществляется посредством взаимосвязанного обучения всем видам речевой деятельности в рамках определенного программой предметно-тематического содержания, а также овладения технологиями языкового самообразования.

Включение дисциплины «Иностранный язык» (английский) программы подготовки научно-педагогических кадров в аспирантуре обусловлено необходимостью подготовки обучающихся к сдаче кандидатского экзамена.

2. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ

В результате освоения дисциплины обучающийся программы аспирантуры научная специальность 5.6.5. Историография, источниковедение, методы исторического исследования должен:

ЗНАТЬ:

– особенности системы изучаемого иностранного (английского) языка в его фонетическом, лексическом и грамматическом аспектах (в сопоставлении с родным - русским языком);

– особенности функционального научного стиля английского языка, необходимые для восприятия и адекватной интерпретации научных иноязычных текстов и оформления собственного дискурса;

– требования к оформлению научных трудов на изучаемом языке, принятые в международной практике с целью публикации собственных работ в зарубежных научных изданиях;

– социокультурные и языковые нормы бытового и профессионального общения, а также правила речевого этикета, позволяющие специалисту эффективно использовать иностранный язык как средство общения в современном поликультурном мире.

УМЕТЬ:

– вести общение общего и профессионального содержания на иностранном языке (английском) в рамках пройденного материала, пользуясь правилами речевого этикета, а также фоновыми знаниями страноведческого и профессионального характера;

– читать и переводить литературу по специальности с целью поиска необходимой информации на основе различных видов чтения, оформлять извлеченную информацию в виде аннотации, перевода, эссе, презентации;

– письменно выражать свои коммуникативные намерения в сферах, предусмотренных настоящей программой;

– понимать аутентичную иноязычную речь на слух в объеме программной тематики.

ВЛАДЕТЬ:

– навыками восприятия профессиональной деловой терминологии, навыками целостного восприятия и анализа письменных и устных иноязычных текстов, навыки самостоятельного овладения языком;

– навыками работы с обширными базами научной информации с применением изучаемого иностранного языка;

– навыками выступления перед аудиторией с сообщениями, презентациями, докладами по тематике, связанной с проводимыми исследованиями;

— навыками компрессии информации для составления аннотаций, обзоров, рефератов.

3. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ПРОГРАММЫ АСПИРАНТУРЫ

Курс «Иностранный язык» является дисциплиной, направленной на подготовку к кандидатскому экзамену по иностранному языку, образовательного компонента программы и читается на первом курсе. Форма промежуточной аттестации – зачет с оценкой. Код дисциплины по учебному плану 1.2.

Для полноценного освоения дисциплины аспиранты должны иметь базовые навыки теоретического мышления и чтения научных текстов.

Логически и содержательно дисциплина «Иностранный язык» связана с курсом «Педагогика и методика преподавания в высшей школе».

4. ОБЪЕМ ДИСЦИПЛИНЫ

Таблица 1

Объем дисциплины

Вид учебных занятий и самостоятельная работа	Объем дисциплины, час.			
	Всего	Курс		
		1	2	3
Очная форма обучения				
Контактная работа обучающихся с преподавателем, в том числе:	60	60	-	-
Лабораторные занятия (Лаб)	6	6	-	-
Практические занятия (СЗ)	54	54	-	-
Самостоятельная работа обучающихся (СР)	48	48	-	-
Промежуточная аттестация	форма	**Зачет с оценкой**	Зачет с оценкой	-	-
	часы	**-**	-	-	-
Общая трудоемкость (час. / з.е.)	**108/3**	108/3	-	-

5. СОДЕРЖАНИЕ И СТРУКТУРА ДИСЦИПЛИНЫ

Содержание дисциплины соотносится с планируемыми результатами обучения по дисциплине через задачи, формируемые знания, умения, владение.

Общая трудоемкость дисциплины составляет 3 зачетные единицы, 108 часов.

5.1. Содержание дисциплины

Таблица 2

№ п/п	Наименование тем (разделов)	Содержание тем (разделов)
1	Академическая устная коммуникация.	**Презентация по теме исследования. Выступление на научной конференции** Принципы и этапы создания и передачи эффективного послания в академической среде. Структура и этапы академической презентации. Организация и структурирование информации. Особенности структурирования доклада на научной конференции

№ п/п	Наименование тем (разделов)	Содержание тем (разделов)
		Введение: представление докладчика и темы сообщения. Как заинтересовать аудиторию. Обоснование темы доклада. Представление гипотезы, ожидаемых результатов и структуры доклада. Связь элементов презентации. Структурирование основной части доклада. Понятия и инструменты достижения связности, целостности и соединения фрагментов доклада. Выбор регистра коммуникации. Выбор языковых средств. Подготовка и эффективное использование иллюстративного материала. Завершение доклада: обобщение содержательного материала, выводы по заявленным гипотезам, проблемам. Взаимодействие с аудиторией. Элементы невербальной коммуникации. Получение и анализ обратной в процессе коммуникации. **Реферирование академических текстов** Профессиональное чтение: аналитическое, изучающее, просмотровое, поисковое. Способы максимально точно и адекватно извлекать основную информацию, содержащуюся в тексте, проводить обобщение и анализ основных положений предъявленного научного текста для последующего перевода и составления резюме на иностранном языке. Достижение адекватности коммуникативного намерения с учетом временных ограничений. Способы извлечения информации с учетом ее объема, адекватности восприятия. Определение круга рассматриваемых в тексте вопросов и выявление основных положений. Способы достижения смысловой и структурной завершенности аннотации. Аннотирование монографии. Аннотирование статьи. Лингвистические средства реализации данного коммуникативного намерения.
2	Академическая письменная коммуникация.	**Правила составления и оформления эссе.** Типы эссе. Структура эссе Требования к академическому эссе Основные этапы работы над эссе Выбор и обоснование темы. Источники информации. Рассмотрение основных форматов организации эссе. Написание плана. Выбор регистра. Написание первого\заключительного варианта. Лингвистические особенности исследовательских работ. Цитирование. Проблемы плагиата.
3	Профессиональная и академическая лексика.	**Академическая лексика** Особенности академической лексики. Описание университетских практик, методики исследовательской деятельности. Описание тенденций, причинно-следственных связей. Описание и оценка идей и концепций, ссылки на источники. Статистические данные, графики и диаграммы, анализ результатов исследования. Способы достижения целостности и связности академического текста. **Профессиональный письменный перевод** Основные понятия теории текста и переводоведения. Формирование умений в области перевода общенаучного текста. Понятие адекватности перевода, то есть отсутствия смысловых искажений, соответствия норме и узусу языка перевода, включая употребление терминов. Разновидности письменного перевода: полный, реферированный. аннотированный, консультативный перевод. Особенности перевода академического текста. Переводческий инструментарий **Проект научного исследования** Цель проекта. Типы проектов. Структура проекта: Обоснование выбора темы, исходные понятия, теоретические основы, объект и субъект исследования, цели и задачи, актуальность и новизна, теоретическая и практическая значимость, материалы и методы исследования, ожидаемые результаты. Представление проекта.

5.2. Структура дисциплины

Таблица 3

№ п/п	Наименование тем (разделов)	Объем дисциплины (модуля), час.			Форма текущего контроля успеваемости, промежуточной аттестации
		Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий	СР	
			Лаб	СЗ	
Очная форма обучения					
Тема 1	Академическая устная коммуникация.	29	-	20	9	ПР, РЕФ
Тема 2	Академическая письменная коммуникация.	16	-	10	6	Э
Тема 3	Профессиональная и академическая лексика.	30	6	24	33	ПЕР, РЕФ, ПНИ
Промежуточная аттестация		-	-	-	-	Зачет с оценкой
Всего:		**108**	**6**	**54**	**48**	**-**

* Примечание: формы текущего контроля успеваемости: академическая презентация (ПР), эссе (Э), реферирование научного текста (РЕФ), письменный перевод научного текста (ПЕР), проект научного исследования (ПНИ).

6. УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ

6.1. Общие положения

Самостоятельная работа обучающихся по дисциплине «Иностранный язык» включает в себя:

1. Обязательная самостоятельная работа по заданию преподавателя:
• аналитическое, изучающее, просмотровое чтение специальной научной литературы;
• подготовка докладов и презентаций по научной тематике, индивидуальных проектов;
• работа в Лингафонном кабинете Языкового центра для совершенствования навыков в области грамматики, профессиональной лексики, письменной практики.

2. Самостоятельная работа по выбору обучающегося:
• чтение и анализ специальной литературы на иностранном языке;
• перевод специальной литературы на иностранном языке;
• работа со справочными материалами в библиотеке Университета, работа в Лингафонном кабинете Языкового центра, использование Интернет-ресурсов.

6.2. Рекомендации по распределению учебного времени по видам самостоятельной работы и разделам дисциплины

Тема 1. Академическая устная коммуникация.

1.1. Изучение рекомендуемых разделов грамматики. Повторение материала практических занятий изученного на предыдущих занятиях при подготовке к последующим практическим занятиям – 4 часа.

1.2. Подготовка к занятиям по предложенным для обсуждения вопросам, самостоятельное изучение рекомендованной литературы, повторение материала практических занятий – 5 часов.

Итого: 9 часов.

Тема 2. Академическая письменная коммуникация.

2.1. Изучение рекомендуемых разделов грамматики. Повторение материала практических занятий изученного на предыдущих занятиях при подготовке к последующим практическим занятиям – 3 часа.

2.2. Подготовка к занятиям по предложенным для обсуждения вопросам, самостоятельное изучение рекомендованной литературы, повторение материала практических занятий – 3 часа.

Итого: 6 часов.

Тема 3. Профессиональная и академическая лексика.

3.1. Изучение рекомендуемых разделов грамматики. Повторение материала практических занятий изученного на предыдущих занятиях при подготовке к последующим практическим занятиям – 18 часов.

3.2. Подготовка к занятиям по предложенным для обсуждения вопросам, самостоятельное изучение рекомендованной литературы, повторение материала практических занятий – 15 часов.

Итого: 33 часа.

6.3. Перечень основных вопросов по изучаемым темам для самостоятельной работы обучающихся

Для самостоятельной работы обучающихся рекомендуется изучение следующих разделов грамматики:

— Видовременные формы глагола.

— Согласование времен.

— Пассивные конструкции.

— Модальные глаголы с перфектным инфинитивом, значения и функции глаголов should и would. Условные придаточные предложения.

— Неличные формы глагола:

– Инфинитив: формы и функции. Конструкция «дополнение с инфинитивом», конструкция «подлежащее с инфинитивом», инфинитив в функции вводного члена предложении (парентеза), инфинитив в составном именном сказуемом и в составном модальном сказуемом; оборот «for + инфинитив».

– Причастие: формы и функции. Причастие в функции определения и определительные причастные обороты; независимый причастный оборот, оборот «дополнение с причастием»; конструкция «have + object + part II».

– Герундий: формы и функции, герундиальные обороты.

— Сослагательное наклонение.

— Сложное предложение: сложноподчиненные и сложносочиненные предложения.

— Бессоюзные придаточные предложения.

— Атрибутивные комплексы (цепочки существительных).

6.4. Литература для самостоятельной подготовки и для подготовки к практическим занятиям

1. Chazal, Edward de. Oxford EAP : a Course of English for Academic Purposes. Advanced / C1 / E. Chazal, J. Moore. - Oxford : Oxford University Press, 2013. - 239 p., 22 экз.

2. Paterson, Ken. Oxford Grammar for EAP : English Grammar and Practice for Academic Purposes : with answers / K. Paterson, R. Wedge. - Oxford : Oxford University Press, 2013. - 223 p., 40 экз.

3.	McCarthy, Michael. Academic Vocabulary in Use : 50 Units of Academic Vocabulary Reference and Practice : Self-Study and Classroom Use / M. McCarthy, F. O'Dell. - Cambridge ; New York ; Melbourne : Cambridge University Press, 2008. - 176 p., 59 экз.

4.	Porter, David. Check Your Vocabulary for Academic English [Text] : Vocabulary Workbook / D. Porter. - 3rd ed. - London ; New York : Bloomsbury, 2007. - 78 p., 60 экз.

5.	Zemach, Dorothy. Writing Research Papers : from Essay to Research Paper [Text] : student book / D. E. Zemach, D. Broudy, C. Valvona. - London : Macmillan Education, 2011. - 120 p., 30 экз.

6.	English for Academics : a communication skills course for tutors, lecturers and PhD students : with free online audio / British Council. - Cambridge ; New York ; Melbourne : Cambridge University Press, 2014 - 2015. Book 2. - 2015. - 171 p., 12 экз.

7.	Morrison, Matt. Key Concepts in Creative Writing / M. Morrison. - Basingstoke ; New York : Palgrave Macmillan, 2010. - 176 p., 25 экз.

8.	Thorne, Sara. Mastering Advanced English Language / S. Thorne. - 2nd ed. - Basingstoke ; New York : Palgrave Macmillan, 2008. - 634 p., 20 экз.

9.	Moore, Julie. Oxford Academic Vocabulary Practice [Text] : Upper-Intermediate / B2 - C1 / J. Moore. - Oxford : Oxford University Press, 2017. - 144 p., 35 экз.

6.5. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся

Для обеспечения самостоятельной работы аспирантов по дисциплине **«Иностранный язык»** разработано учебно-методическое обеспечение в составе:

1.	Контрольные задания для текущей аттестации (п. 7.2. Рабочей программы).

2.	Типовые задания к промежуточной аттестации (п. 7.4. Рабочей программы).

3.	Рекомендуемые основная и дополнительная литература, Интернет-ресурсы и справочные системы (п.8 Рабочей программы).

Рабочая программа дисциплины размещена в электронной информационно-образовательной среде Университета на электронном учебно-методическом ресурсе АНООВО «ЕУСПб» — образовательном портале LMS Sakai — Sakai@EU.

7. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕЙ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ

7.1. Показатели, критерии и оценивание в процессе текущей аттестации

Информация о содержании и процедуре текущего контроля успеваемости, методике оценивания знаний, умений и навыков обучающегося в ходе текущего контроля доводятся научно-педагогическими работниками Университета до сведения обучающегося на первом занятии по данной дисциплине.

Текущий контроль предусматривает подготовку аспирантов к каждому аудиторному занятию. Аспирант должен присутствовать на занятиях, выполнить академическую презентацию, эссе, реферирование научного текста, письменный перевод научного текста, проект научного исследования.

Текущий контроль проводится в форме академической презентации, эссе, реферирования научного текста, письменного перевода научного текста, представления проекта научного исследования.

Показатели, критерии и оценивание в процессе текущей аттестации

Наименование тем (разделов)	Формы текущего контроля успеваемости	Результаты текущего контроля
1. Академическая устная коммуникация.	академическая презентация	зачтено/не зачтено
	реферирование научного текста	зачтено/не зачтено
2. Академическая письменная коммуникация.	эссе	зачтено/не зачтено
3. Профессиональная и академическая лексика.	реферирование научного текста	зачтено/не зачтено
	письменный перевод научного текста	зачтено/не зачтено
	проект научного исследования	зачтено/не зачтено

Таблица 5

Формы текущего контроля успеваемости	Критерии оценивания
Академическая презентация	**Зачтено:** Соблюдены правила оформления презентации; во время выступления аспирант логично строит монологическое высказывание в соответствии с коммуникативной задачей, лексические единицы и грамматические структуры используются уместно и практически без ошибок, речь понятна и фонетически грамотна, соблюдается необходимый объем высказывания, содержание выступления носит занимательный характер. Четко сформулирован научный вопрос, на который докладчик представляет обоснованный ответ в конце выступления. Ясно представлена структура доклада, каждый фрагмент которого поэтапно раскрывается в ходе выступления. Элементы доклада соединены семантическими или грамматическими связями. Докладчик обобщает и анализирует представленную информацию в конце доклада. Презентация, сопровождающая доклад, способствует более полному пониманию и восприятию его содержания. Слайды не перегружены информацией, графическое представление подчеркивает наиболее значимые позиции выступления; **Не зачтено:** Презентация оформлена с ошибками, количество слайдов недостаточно, аспирант строит монологическое высказывание в соответствии с коммуникативной задачей, но высказывание не всегда логично, имеются повторы, присутствуют лексические, грамматические и стилистические ошибки, затрудняющие понимание, в целом речь понятна, объем высказывания значительно ниже требуемого. Нечетко сформулирован научный вопрос, на который докладчик представляет не вполне обоснованный ответ в конце выступления. Нет четкой характеристики структуры доклада, каждая тема недостаточно полно и последовательно раскрывается в ходе выступления. Элементы доклада не всегда соединены семантическими или грамматическими связями. Презентация, сопровождающая доклад, не способствует более полному пониманию и восприятию его содержания. Слайды в большинстве своем или перегружены информацией, или мало информативны. Графическое представление чаще всего не подчеркивает наиболее значимые позиции.
Эссе	**Зачтено:** Строгое соблюдение формата эссе / Незначительные погрешности в соблюдении формата эссе. Адекватное использование профессиональной лексики. Отсутствие смысловых, стилистических и лексико-грамматических ошибок / Незначительное количество лексико-грамматических, смысловых и стилистических ошибок (не более 40%). **Не зачтено:** Несоблюдение формата эссе. Неадекватное использование профессиональной лексики. Наличие грубых лексико-грамматических, смысловых и стилистических ошибок (40% и более).

Формы текущего контроля успеваемости	Критерии оценивания
Реферирование научного текста	**Зачтено:** **Точная передача фактов.** Вся фактическая информация передана точно и без искажений. Имеются незначительные искажения. **Нейтральность изложения** (либо правильная передача авторской позиции). Изложение нейтрально либо авторская оценка описываемых событий передана правильно. Имеются незначительные отклонения от нейтрального тона либо незначительные искажения авторской позиции. **Связность и логичность.** Изложение связное, структура прозрачная, логика изложения прослеживается. Изложение в целом связное, имеются незначительные недостатки изложения. **Языковое оформление** (лексика, грамматика, стиль). Лексико-грамматические ошибки отсутствуют, имеются только 1-2 незначительные грамматические и стилистические ошибки. **Не зачтено:** **Точная передача фактов.** Имеется более 5 серьезных искажений или множество мелких. **Нейтральность изложения** (либо правильная передача авторской позиции). Имеются серьезные отклонения / искажения в нескольких местах. Текст не понят, либо авторская позиция искажена до неузнаваемости. **Связность и логичность.** В тексте имеются серьезные нарушения логики изложения, что сказывается и на построении текста; имеются значительные недочеты при построении высказываний. В тексте не прослеживается никакой логики, текст бессвязен или представляет собой набор отдельных предложений. **Языковое оформление** (лексика, грамматика, стиль). Имеется больше 10 лексико-грамматических или стилистических ошибок.
Письменный перевод научного текста	**Зачтено:** **Содержательная идентичность текста перевода.** Эквивалентный перевод: содержательная идентичность текста перевода. Погрешности перевода не нарушают общего смысла оригинала. **Лексические аспекты перевода.** Использование эквивалентов для перевода 30-100% текста **Грамматические аспекты перевода.** Эквивалентный перевод с использованием основных грамматических конструкций, характерных для академического стиля речи. **Соблюдение языковых норм и правил языка перевода: стилистическая идентичность текста перевода.** Соблюдение языковых норм и правил языка перевода для 30-100 % текста. **Не зачтено:** **Содержательная идентичность текста перевода.** Неэквивалентная передача смысла: ошибки представляют собой грубое искажение содержания оригинала. **Лексические аспекты перевода.** Использование эквивалентов менее чем для 30% текста Грамматические аспекты перевода. Использование грамматических эквивалентов менее чем для 30% текста **Соблюдение языковых норм и правил языка перевода: стилистическая идентичность текста перевода.** Соблюдение языковых норм и правил языка перевода менее чем для 30% текста.
Представление научного проекта (Research Proposal)	**Зачтено:** Строгое соблюдение формата представления научного проекта. Research proposal / Незначительные погрешности в соблюдении формата. Адекватное использование профессиональной лексики. Отсутствие смысловых, стилистических и лексико-грамматических ошибок. Незначительное количество лексико-грамматических, смысловых и стилистических ошибок (не более 40%). Успешное и систематическое следование нормам, принятым в научном общении, для успешной работы в российских и международных исследовательских коллективах. Сформированное умение

Формы текущего контроля успеваемости	Критерии оценивания
	самостоятельно проводить научные исследования по согласованному с руководителем плану, представлять полученные результаты. Успешное и систематическое применение навыков планирования научного исследования, анализа получаемых результатов и формулировки выводов **Не зачтено:** Несоблюдение формата представления научного проекта. Research proposal e. Неадекватное использование профессиональной лексики. Наличие грубых лексико-грамматических, смысловых и стилистических ошибок (40% и более). Фрагментарное следование нормам, принятым в научном общении при работе в российских и международных исследовательских коллективах. Фрагментарное умение самостоятельно проводить научные исследования по согласованному с руководителем плану, представлять полученные результаты. Фрагментарное применение навыков планирования научного исследования, анализа получаемых результатов и формулировки выводов.

7.2. Контрольные задания для текущей аттестации

1) Академическая презентация (в формате Conference paper)
Формат выступления:
A Generic Conference Talk Outline (Пример)

This conference talk outline is a starting point, not a rigid template. Most good speakers average two minutes per slide (not counting title and outline slides), and thus use about a dozen slides for a twenty minute presentation.

- Title/author/affiliation (1 slide)
- Forecast (1 slide) Give gist of problem attacked and insight found (What is the one idea you want people to leave with? This is the "abstract" of an oral presentation.)
- Outline (1 slide) Give talk structure. Some speakers prefer to put this at the bottom of their title slide. (Audiences like predictability.)
- Background
- o Motivation and Problem Statement (1-2 slides) (Why should anyone care? Most researchers overestimate how much the audience knows about the problem they are attacking.)
- o Related Work (0-1 slides) Cover superficially or omit; refer people to your paper.
- o Methods (1 slide) Cover quickly in short talks; refer people to your paper.
- Results (4-6 slides) Present key results and key insights. This is main body of the talk. Its internal structure varies greatly as a function of the researcher's contribution. (Do not superficially cover all results; cover key result well. Do not just present numbers; interpret them to give insights. Do not put up large tables of numbers.)
- Summary (1 slide)
- Future Work (0-1 slides) Optionally give problems this research opens up.
- Backup Slides (0-3 slides) Optionally have a few slides ready (not counted in your talk total) to answer expected questions. (Likely question areas: ideas glossed over, shortcomings of methods or results, and future work.)

2) Эссе (модель написания)
Academic Essay Format
Please review this guideline for a five-paragraph standard essay.
Please note: this is an essay template only. As a writer, you should primarily follow customers' instructions and their requirements regarding essay length and number of words and overall structure.

Keep in mind: An essay is a short piece of writing that discusses, describes or analyzes one topic. It can range in length from one paragraph to more than twenty. It can be about anything, and be written in almost any style. It can be serious or funny, straight-forward or symbolic. It can describe personal opinions, or just report information.

Basic elements of an essay:
1. Introduction (Introductory Paragraph).
2. Body.
3. Conclusion.

Your essay should start with an introductory paragraph. There are actually many different ways to begin an essay; therefore, the format of the introductory paragraph is flexible. Often, essays begin with a General Introductory Statement. This statement could be an anecdote, description, striking statistic, a fact that will lead to your thesis, etc. Beginning this way, you will use the first few sentences to prepare, or "lay the groundwork" for your thesis, and use the last sentence of the first paragraph to present your thesis. However, your thesis statement can be anywhere in your introduction. In a longer essay, you can even wait to present your thesis until the second paragraph or later. Also for a longer essay, you should begin to introduce a few supporting ideas in the first couple of paragraphs. These supporting ideas should be the topics that you will discuss in full in your body paragraphs. For a short essay, presenting supporting ideas during the introduction is optional.

Your second paragraph generally begins the body of the paper. (For a longer paper, the body of the paper may not begin until the third paragraph or later). This paragraph should begin with a topic sentence that introduces the first supporting idea (the support for your thesis). You should use the middle of the paragraph to discuss your support, give examples, and analyze the significance of these examples. Your last sentence of the body paragraph could be used to draw a conclusion for that supporting idea, or to transition into the next paragraph.

Your next two body paragraphs should follow the same format as your first body paragraph. They should each have a separate topic sentence and supporting ideas, but the three paragraphs should work together to prove your thesis. If you are writing a longer paper, you will have more than three body paragraphs, but they should all follow this format.

The form of your Conclusion, like your introduction, is flexible. One good way to conclude a paper is to begin the last paragraph with a statement that reflects on what has been stated and proved, without repeating it exactly. Then you should briefly restate your key points to gently remind the reader how well you proved your thesis. Your conclusion should end with a statement or idea that leaves a strong impression and provokes further thought.

3) Пример научного текста для реферирования
The Treaty of Versailles

Treaty of Versailles is a peace document signed at the end of World War I by the Allied and associated powers and by Germany in the Palace of Versailles, France, on June 28, 1919. It took force on January 10, 1920.

When the German government asked U.S. President Woodrow Wilson to arrange a general armistice in October 1918, it declared that it accepted the Fourteen Points he had formulated as the basis for a just peace. However, the Allies demanded "compensation by Germany for all damage done to the civilian population of the Allies and their property by the aggression of Germany by land, by sea and from the air." The population and territory of Germany was reduced by about 10 percent.

The treaty was drafted during the Paris Peace Conference in the spring of 1919, which was dominated by the national leaders known as the "Big Four"—David Lloyd George of Britain, Georges Clemenceau of France, Woodrow Wilson of the United States, and Vittorio Orlando of Italy. The first three in particular made the important decisions. None of the defeated nations had any say in shaping the treaty, and even the associated Allied powers played only a minor role. The German delegates were presented with a fait accompli. They were shocked at the severity of the terms and protested the

contradictions between the assurances made when the armistice was negotiated and the actual treaty. Accepting the "war guilt" clause and the reparation terms were especially odious to them.

Many historians claim that the combination of a harsh treaty and subsequent lax enforcement of its provisions paved the way for the upsurge of German militarism in the 1930s. The huge German reparations and the war guilt clause fostered deep resentment of the settlement in Germany, and when Hitler remilitarized the Rhineland in 1936 (a violation of the treaty), the Allies did nothing to stop him, thus encouraging future German aggression.

При проведении текущей и промежуточной аттестации могут использоваться аутентичные тексты из монографий, научных статей, изучаемых аспирантами в ходе занятий и научных исследований.

4) Пример научного текста для письменного перевода
The Truman Doctrine

A civil war in Greece created another potential arena for confrontation between the superpowers and an opportunity for the Truman administration to take a stand. Communist guerrilla forces supported by Tito, who hoped to create a Balkan Federation under Yugoslav domination, had taken up arms against the pro-Western government in Athens. Great Britain had initially assumed primary responsibility for promoting postwar reconstruction in the eastern Mediterranean but in 1947 economic problems caused the British to withdraw from the active role they had been playing in both Greece and Turkey. President Truman, alarmed by British weakness and the possibility of Soviet expansion into the eastern Mediterranean, responded with the Truman Doctrine, which said in essence that the United States would provide financial aid to countries that claimed they were threatened by Communist expansion. . If the Soviets were not stopped in Greece, Truman declared, then the United States would have to face the spread of communism throughout the free world. As Dean Acheson, the U.S. secretary of state, explained, "Like apples in a barrel infected by disease, the corruption of Greece would infect Iran and all the East … likewise Africa … Italy … France.… Not since Rome and Carthage has there been such a polarization of power on this earth."

The somewhat apocalyptic tone of Acheson's statement was intentional. Not only were the American people in no mood for foreign adventures but the administration's Republican opponents in Congress were in an isolationist frame of mind. Only the prospect of a dire threat from abroad, the president's advisers argued, could persuade the nation to take action. The tactic worked, and Congress voted to provide the aid Truman had requested.

The U.S. suspicion that Moscow was actively supporting the insurgent movement in Greece turned out to be unfounded, however. Stalin was apparently unhappy with Tito's role in the conflict, not only because he suspected that the latter was attempting to create his own sphere of influence in the Balkans but also because it risked provoking a direct confrontation between the United States and the Soviet Union in an area that was clearly within the American sphere of influence. "The rebellion in Greece," he declared, "must be crushed."

The White House, however, was ignorant of Stalin's views in Moscow, and the proclamation of the Truman Doctrine was followed in June 1947 by the European Recovery Program, better known as the Marshall Plan, which provided $13 billion in U.S. assistance for the economic recovery of war-torn Europe. Underlying the program was the belief that the economic recovery of war-torn Europe would insulate the peoples of that continent against the appeal of international communism.

При проведении текущей и промежуточной аттестации могут использоваться аутентичные тексты из монографий, научных статей, изучаемых аспирантами в ходе занятий и научных исследований.

5) Проект научного исследования (Research Proposal)
Рекомендации по написанию проекта научного исследования
Research proposal is aimed to convince your examiner or the committee that the topic of your research paper is worthwhile and that you will be able to develop your theme.

This short summary of your future research paper plays a significant role in moving on to the next stage of research paper writing procedure.

Format for Research Proposals 1
Abstract A paragraph summarizing your topic of research, who or what will be the object of data collection, how the data will be collected, how it will be analyzed, and what results you expect (possible outcomes).

The Problem "What problem do I want to address or what question(s) do I want to answer?"
- Elaborate on the variables and their relationships.
Background to the Problem "Why is this problem or question important?"
"Who else has worked on this or similar problems?"
"What methods were used?"
"What were the results or conclusions of previous research?"
- In this section, show the relevance of your research to other research that has been done.
Research Design "How will I limit my study?"
"What data do I need to collect?"
"What methods will I use to collect the data and how will I justify them?"
 In this section, show how you will avoid doing it all.
Expected Results: "How will I analyze my data?"
"What results do I expect from my research?"
- In this section, elaborate on how you will use your data to answer your research question(s), to make generalizations, to defend assertions, to examine possible alternative outcomes to construct a plausible argument.

References. Make sure these follow a recognized format, and do so consistently.
Format for Research Proposals 2
Background section of the research proposal sample

It is necessary to persuade your committee that the topic you are going to research is exceedingly beneficial to study and that it will fill the need of the modern society: it is important to study this topic, since the majority of modern generation's representatives have serious illnesses mainly because of their way of life.

Methodology section of the research proposal sample

Unfortunately, this is impossible to provide you with full information on various tools of methodology in this research proposal sample. So, you will have to work out your own system of methods and ways to research the issue, but, for example: analysis of psychological peculiarities of individual will be studied through questionnaires.

Summary section of the research proposal sample.

7.3. Показатели, критерии и оценивание в процессе промежуточной аттестации

Форма промежуточной аттестации представляет собой зачет с оценкой, который состоит из двух этапов.

На I этапе обучающийся:
— выполняет академическую презентацию в формате Conference Paper;
— выполняет письменный перевод научного текста по специальности с английского языка на язык обучения. Объем текста – 15 000 печатных знаков.

— выполняет реферирование научного текста по специальности на английском языке. Объем текста – 150 страниц.

— представляет на английском языке проект научного исследования (Research Proposal).

Успешное выполнение вышеперечисленных заданий является условием допуска ко второму этапу.

II этап проводится в виде зачета с оценкой и включает в себя три задания:

— письменный перевод оригинального текста по специальности с английского языка на язык обучения. Объем – 3000 печатных знаков. Время выполнения работы – 45–60 минут,

— просмотровое чтение оригинального текста по специальности. Объем –2000 печатных знаков. Время выполнения –5 минут. Форма проверки – передача извлеченной информации на иностранном языке в формате аннотации,

— беседа с экзаменаторами на иностранном языке по вопросам, связанным со специальностью и научной работой аспиранта.

Перед зачетом с оценкой проводится консультация, на которой преподаватель отвечает на вопросы аспирантов.

В результате промежуточного контроля знаний студенты получают аттестацию по дисциплине.

Таблица 6

Показатели, критерии и оценивание в процессе промежуточной аттестации

Форма промежуточной аттестации/вид промежуточной аттестации	Критерии оценивания	Оценка
Зачет с оценкой / Письменный перевод, просмотровое чтение, беседа	1. Текст переведен полностью (100 % объема) за указанное время, без искажений и неточностей. Адекватность перевода достигается за счет правильного понимания содержания текста на основе знания лексико-грамматических правил, владения основами перевода, правильного понимания синтаксической и стилистической структуры предложения, владения терминологической системы по избранной специальности. Перевод должен соответствовать стандартам русского языка, но допускаются небольшие лексические и стилистические неточности (1-2); 2. Экзаменуемый демонстрирует нормативное произношение и беглость речи, умеет придерживаться схемы реферативного изложения содержания предъявленного текста, умеет логически и грамотно передать содержание прочитанного, используя разнообразную лексику и грамматические структуры, владеет навыками обобщения, выделения главного и выражения своего мнения. Возможны отдельные незначительные ошибки, не нарушающие логику изложения;	Зачтено, отлично

Форма промежуточной аттестации/вид промежуточной аттестации	Критерии оценивания	Оценка
	3. Экзаменуемый дает логически обоснованные развернутые ответы на вопросы экзаменатора, умеет выражать свое мнение, приводить примеры для иллюстрации своего ответа, использует разнообразные синтаксические структуры, владеет правилами грамматики, обладает широким спектром общеразговорной и профессиональной лексики; при ответе возможны отдельные мелкие ошибки, в целом, не нарушающие коммуникацию.	
	1. Текст переведен полностью (100 % объема) за указанное время, перевод выполнен адекватно, экзаменуемый демонстрирует знание синтаксических и лексико-грамматических правил, но допускает неточности лексического (не более 2-1) и/или стилистического (1-2) характера; 2. Экзаменуемый демонстрирует достаточно хорошее произношение, умеет следовать схеме реферативного изложения текста, выделять главное, логически и грамотно передавать содержание прочитанного, но испытывает трудности со структурированием полученной информации (обобщением, выводами, высказыванием собственного мнения). Допускает некоторые грамматические или лексические ошибки, которые не нарушают логику изложения, но влияют на беглость речи; 3. Экзаменуемый дает развернутые ответы не на все вопросы экзаменатора, демонстрируя умение пользоваться разнообразными грамматическими структурами и общеразговорной и профессиональной лексикой в рамках освоенной программы. При этом экзаменуемый не владеет навыками структурирования своих высказываний, не умеет сопровождать их соответствующими примерами, ссылками и т.д.; при ответе им допускаются ошибки при построении сложных речевые конструкции без нарушения коммуникации в целом.	Зачтено, хорошо
	1. Перевод выполнен в указанное время и его объем составляет не менее 75 % объема оригинала, или выполнен в полном объеме (100 %), но при переводе допущены искажения (1-2), неточности (не более 3) в результате	Зачтено, удовлетворительно

Форма промежуточной аттестации/вид промежуточной аттестации	Критерии оценивания	Оценка
	грамматических ошибок и выбора лексического значения слов не соответствующего контексту; 2. Экзаменуемый допускает заметные ошибки в произношении, не следует схеме реферативного изложения текста/статьи, но может адекватно передать содержание прочитанного, используя ограниченный запас лексики, и допуская грамматические ошибки, не нарушающие логику изложения; 3. Экзаменуемый дает краткие ответы, испытывает трудности при приведении примеров и высказывании собственного мнения, использует относительно простые лексико-грамматические средства, демонстрирует ограниченный запас лексики, допускает ошибки при использовании лексико-грамматических структур, препятствующих полноценной коммуникации.	
	1. Текст переведен в указанное время и его объем составляет менее 75 % объема оригинала, или выполнен в полном объеме, но допущены искажения (3 и более), неточности (4 и более) в результате грамматических ошибок и выбора лексического значения слов не соответствующего контексту, а также стилистические неточности (2-3); 2. Экзаменуемый допускает грубые ошибки в произношении, не следует схеме реферативного изложения текста, не может адекватно передать содержание прочитанного, допускает много лексических и грамматических ошибок, нарушающих логику изложения; 3. Экзаменуемый дает неадекватные ответы, демонстрирует непонимание вопросов экзаменатора, использует ограниченный запас слов, допускает большое количество лексических и грамматических ошибок, что приводит к нарушению коммуникации.	Не зачтено, неудовлетворительно

Результаты сдачи промежуточной аттестации по программам аспирантуры оцениваются по стобалльной системе оценки в соответствии с Положением о формах, периодичности и порядке организации и проведения текущего контроля успеваемости и промежуточной аттестации обучающихся в АНООВО «ЕУСПб» следующим образом, согласно таблице 6а.

Система оценки знаний обучающихся

Пятибалльная (стандартная) система	Стобалльная система оценки	Бинарная система оценки
5 (отлично)	100-81	зачтено
4 (хорошо)	80-61	
3 (удовлетворительно)	60-41	
2 (неудовлетворительно)	40 и менее	не зачтено

Результаты промежуточного контроля по дисциплине, выраженные в оценках «зачтено, удовлетворительно», «зачтено, хорошо», «зачтено, отлично» показывают уровень сформированности у обучающегося знаний, умений, навыков по результатам обучения по дисциплине по программе аспирантуры 5.6.5. Историография, источниковедение, методы исторического исследования.

Результаты промежуточного контроля по дисциплине, выраженные в оценке «не зачтено, неудовлетворительно», показывают не сформированность у обучающегося знаний, умений, навыков по результатам обучения дисциплине по программе аспирантуры 5.6.5. Историография, источниковедение, методы исторического исследования.

7.4. Типовые задания к промежуточной аттестации
1) Примерный научный текст для письменного перевода

Historians often refer to the period from the sixteenth through the eighteenth centuries as the early modern era. During these years, several factors were at work that created the conditions of our own time. From a global perspective, perhaps the most noteworthy event of the period was the extension of the maritime trade network throughout the entire populated world. Traders from the Middle East had spearheaded the process with their voyages to East Asia and southern Africa in the first millennium C.E., and the Chinese had followed suit with Zheng's groundbreaking voyages to India and East Africa. Then, at the end of the fifteenth century, a resurgent Europe suddenly exploded onto the world scene when the Portuguese discovered a maritime route to the East and the Spanish opened up European contacts with the peoples in the Western Hemisphere. Although the Europeans were late to the game, they were quick learners, and over the next three centuries they gradually managed to dominate shipping on international trade routes.

Some contemporary historians argue that it was this sudden burst of energy from Europe that created the first truly global economic network. Although it is true that European explorers were responsible for opening up communications with the vast new world of the Americas, other historians note that it was the rise of the Arab empire in the Middle East and the Mongol expansion a few centuries later that played the greatest role in creating a widespread communications network that enabled goods and ideas to travel from one end of the Eurasian supercontinent to the other.

Whatever the truth of this debate, there are still many reasons for considering the end of the fifteenth century to be a crucial date in world history. In the first place, it marked the end of the long isolation of the Western Hemisphere from the rest of the inhabited world. In so doing, it led to the creation of the first truly global network of ideas and commodities, which would introduce plants, ideas, and (unfortunately) new diseases to all humanity. Second, the period gave birth to a stunning increase in trade and manufacturing that stimulated major economic changes not only in Europe but in other parts of the world as well.

The period from 1500 to 1800, then, was an incubation period for the modern world and the launching pad for an era of Western domination that would reach fruition in the nineteenth century. To understand why the West emerged as the leading force in the world at that time, it is necessary to

grasp what factors were at work in Europe and why they were absent in other major civilizations around the globe.

При проведении текущей и промежуточной аттестации могут использоваться аутентичные тексты из монографий, научных статей, изучаемых аспирантами в ходе занятий и научных исследований.

2) **Примерный научный текст для просмотрового чтения**

The Polis

In the most basic sense, a polis could be defined as a small but autonomous political unit in which all major political, social, and religious activities were carried out at one central location. The polis encompassed a town or city or even village and its surrounding countryside. But each had a central place where the citizens of the polis could assemble for political, social, and religious activities. In some poleis, this central meeting point was a hill, like the Acropolis in Athens, which could serve as a place of refuge during an attack and later at some sites came to be the religious center on which temples and public monuments were erected. Below the acropolis would be an agora, an open space that served both as a market and as a place where citizens could assemble.

Poleis varied greatly in size, from a few square miles to a few hundred square miles. They also varied in population. Athens had a population of about 250,000 by the fifth century B.C.E. But most poleis were much smaller, consisting of only a few hundred to several thousand people.

Although our word politics is derived from the Greek term polis, the polis itself was much more than a political institution. It was a community of citizens in which all political, economic, social, cultural, and religious activities were focused. As a community, the polis consisted of citizens with political rights (adult males), citizens with no political rights (women and children), and noncitizens (slaves and resident aliens).

При проведении текущей и промежуточной аттестации могут использоваться аутентичные тексты из монографий, научных статей, изучаемых аспирантами в ходе занятий и научных исследований.

3) **Примерные вопросы для беседы**
Discussing Background Information and Research

1. What Institute / Academy /University did you graduate from?
2. What subjects were you interested in?
3. When did you get interested in research work?
4. What is your field?
5. What is the theme of your candidate thesis?
6. What problems have you been studying?
7. Are there many important papers on your subject?
8. Why is your research important / topical?
9. What aspects of your research are especially topical?
10. Who is your scientific adviser?
11. Do you often consult him?
12. What does he specialize in?
13. In what way is your paper going to contribute to your practical work?
14. What is the practical significance of your research?
15. What do you think are the most challenging issues in your area of research?
16. What courses in college did you like most? Least? Why?
17. Do you feel you did the best scholastic work you are capable of?
18. Why did you choose your particular field of research?
19. What do you think determines a person's progress in academic environment?

20. What personal characteristics do you feel are necessary for success in your chosen field?
21. Which more important for one's career development: education or training?
22. What professional training / retraining courses have you taken up/ would you like to take up?
23. Do you prefer working with others or by yourself?
24. Would you prefer to work in a large or a small organization? Why?

8. ОСНОВНАЯ И ДОПОЛНИТЕЛЬНАЯ ЛИТЕРАТУРА

8.1. Основная литература:
1. Chazal, Edward de. Oxford EAP : a Course of English for Academic Purposes. Advanced / C1 / E. Chazal, J. Moore. - Oxford : Oxford University Press, 2013. - 239 p., 22 экз.
2. Paterson, Ken. Oxford Grammar for EAP : English Grammar and Practice for Academic Purposes : with answers / K. Paterson, R. Wedge. - Oxford : Oxford University Press, 2013. - 223 p., 40 экз.
3. Zemach, Dorothy. Writing Research Papers : from Essay to Research Paper [Text] : student book / D. E. Zemach, D. Broudy, C. Valvona. - London : Macmillan Education, 2011. - 120 p., 30 экз.
4. Moore, Julie. Oxford Academic Vocabulary Practice [Text] : Upper-Intermediate / B2 - C1 / J. Moore. - Oxford : Oxford University Press, 2017. - 144 p., 35 экз.

8.2. Дополнительная литература:
1. McCarthy, Michael. Academic Vocabulary in Use : 50 Units of Academic Vocabulary Reference and Practice : Self-Study and Classroom Use / M. McCarthy, F. O'Dell. - Cambridge ; New York ; Melbourne : Cambridge University Press, 2008. - 176 p., 59 экз.
2. Porter, David. Check Your Vocabulary for Academic English [Text] : Vocabulary Workbook / D. Porter. - 3rd ed. - London ; New York : Bloomsbury, 2007. - 78 p., 60 экз.
3. English for Academics : a communication skills course for tutors, lecturers and PhD students : with free online audio / British Council. - Cambridge ; New York ; Melbourne : Cambridge University Press, 2014 - 2015. Book 2. - 2015. - 171 p., 12 экз.
4. Morrison, Matt. Key Concepts in Creative Writing / M. Morrison. - Basingstoke ; New York : Palgrave Macmillan, 2010. - 176 p., 25 экз.
5. Thorne, Sara. Mastering Advanced English Language / S. Thorne. - 2nd ed. - Basingstoke ; New York : Palgrave Macmillan, 2008. - 634 p., 20 экз.

9. ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ, ИСПОЛЬЗУЕМЫЕ ПРИ ОСУЩЕСТВЛЕНИИ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА

9.1. Программное обеспечение
При осуществлении образовательного процесса аспирантами и профессорско-преподавательским составом используется следующее лицензионное программное обеспечение:
1. OS Microsoft Windows (OVS OS Platform)
2. MS Office (OVS Office Platform)
3. Adobe Acrobat Professional 11.0 MLP AOO License RU
4. Adobe CS5.5 Design Standart Win IE EDU CLP
5. ABBYY FineReader 11 Corporate Edition
6. ABBYY Lingvo x5
7. Adobe Photoshop Extended CS6 13.0 MLP AOO License RU
8. Adobe Acrobat Reader DC /Pro – бесплатно
9. Google Chrome – бесплатно

10. Opera – бесплатно
11. Mozilla – бесплатно
12. VLC – бесплатно

9.2. Перечень информационно-справочных систем и профессиональных баз данных информационно-телекоммуникационной сети «Интернет», необходимых для освоения дисциплины:

Информационно-справочные системы

1. Гарант.Ру. Информационно-правовой портал: http://www.garant.ru
2. Информационная система «Единое окно доступа к образовательным ресурсам»: http://window.edu.ru/
3. Открытое образование. Ассоциация «Национальная платформа открытого образования»: http://npoed.ru
4. Официальная Россия. Сервер органов государственной власти Российской Федерации: http://www.gov.ru
5. Официальный интернет-портал правовой информации. Государственная система правовой информации: http://pravo.gov.ru
6. Правовой сайт КонсультантПлюс: http://www.consultant.ru/sys
7. Российское образование. Федеральный портал: http://www.edu.ru

Профессиональные базы данных информационно-телекоммуникационной сети «Интернет»:

1. Google. Книги: https://books.google.com
2. Internet Archive: https://archive.org
3. Koob.ru. Электронная библиотека «Куб»: http://www.koob.ru/philosophy/
4. Philosophy.ru: http://www.philosophy.ru
5. Библиотека Гумер – гуманитарные науки: http://www.gumer.info
6. Библиотека Ихтика [ihtik.lib.ru]: http://ihtik.lib.ru/
7. Докусфера — Российская национальная библиотека: http://leb.nlr.ru
8. ЕНИП — Электронная библиотека «Научное наследие России»: http://e-heritage.ru/
9. Интелрос. Интеллектуальная Россия: http://www.intelros.ru/
10. Логос. Философско-литературный журнал: http://www.ruthenia.ru/logos/index.htm
11. Национальная электронная библиотека НЭБ: http://www.rusneb.ru
12. Президентская библиотека: http://www.prlib.ru
13. Российская государственная библиотека: http://www.rsl.ru/
14. Российская национальная библиотека: http://www.nlr.ru/poisk/
15. Философия и атеизм: http://books.atheism.ru/
16. Философия, психология, политика: http://www.magister.msk.ru/library/philos/philos.htm
17. Философский словарь: http://filosof.historic.ru

9.3. Лицензионные электронные ресурсы библиотеки Университета
Профессиональные базы данных:

1. **Cambridge University Press —** полнотекстовая коллекция журналов издательства Cambridge University Press: https://www.cambridge.org;
2. **East View** – 100 ведущих российских журналов по гуманитарным наукам (архив и текущая подписка): https://dlib.eastview.com/browse;

3. **Ebook Central** коллекция электронных книг **Academic Complete** библиотеки **компании ProQuest — Ebook Central —** более 140 тыс. электронных научных книг крупнейших издательств мира: https://ebookcentral.proquest.com;

4. **EBSCO** – научные журналы, справочники, полнотекстовые и многопрофильные базы данных: http://search.ebscohost.com;

5. **eLIBRARY.RU** — Российский информационно-аналитический портал в области науки, технологии, медицины и образования, содержащий рефераты и полные тексты научных статей и публикаций, наукометрическая база данных: http://elibrary.ru;

6. **JSTOR –** полнотекстовая база данных междисциплинарного характера, включающая более тысячи научных журналов по гуманитарным, социальным наукам и математике с их первого выпуска**:** http://www.jstor.org/;

7. **Oxford Reference Online** — словари издательства Oxford University Press - http://www.oxfordreference.com/;

8. **Oxford University Press** — полнотекстовая коллекция журналов издательства Oxford University Press (текущая подписка и архив): http://www.oxfordjournals.org/en/;

9. **Project MUSE**StandardCollection — полные тексты более чем 300 журналов по гуманитарным наукам зарубежных научных издательств: http://muse.jhu.edu/;

10. **ProQuest Dissertations&Theses** — база диссертаций и дипломных работ: http://search.proquest.com/pqdtglobal/dissertations;

11. **Sage** — полнотекстовая коллекция журналов издательства Sage (текущая подписка и архив): http://online.sagepub.com/;

12. **SCOPUS** – реферативная наукометрическая база данных: https://www.scopus.com;

13. **Taylor&Francis –** полнотекстовая коллекция журналов издательства Taylor&Francis (текущая подписка и архив) – http://www.tandfonline.com/;

14. **Web of Science** — реферативная наукометрическая база данных: http://apps.webofknowledge.com;

15. **Университетская информационная система РОССИЯ** — база электронных ресурсов для учебных программ и исследовательских проектов в области социально-гуманитарных наук: http://www.uisrussia.msu.ru/;

16. Электронные журналы по подписке (текущие номера научных зарубежных журналов)

Электронные библиотечные системы:

1. **Znanium.com** – Электронная библиотечная система **(ЭБС)** – http://znanium.com/;

2. Университетская библиотека онлайн – Электронная библиотечная система (ЭБС) – http://biblioclub.ru/

9.4. Электронная информационно-образовательная среда Университета

Образовательный процесс по дисциплине поддерживается средствами электронной информационно-образовательной среды Университета, которая включает в себя электронный учебно-методический ресурс АНООВО «ЕУСПб» — образовательный портал LMS Sakai — Sakai@EU, лицензионные электронные ресурсы библиотеки Университета, официальный сайт Университета (Европейский университет в Санкт-Петербурге [https://eu.spb.ru]), локальную сеть и корпоративную электронную почту Университета, и обеспечивает:

- доступ к учебным планам, рабочим программам дисциплин (модулей), практик и к изданиям электронных библиотечных систем и электронным образовательным ресурсам, указанным в рабочих программах;

- фиксацию результатов промежуточной аттестации, результаты выполнения индивидуального плана научной деятельности и оценки выполнения индивидуального плана работы;

- формирование электронного портфолио обучающегося, в том числе сохранение работ обучающегося;

- взаимодействие между участниками образовательного процесса, в том числе синхронное и (или) асинхронное взаимодействие посредством сети «Интернет» (электронной почты и т.д.).

Каждый обучающийся в течение всего периода обучения обеспечен индивидуальным неограниченным доступом к электронным ресурсам библиотеки Университета, содержащей издания учебной, учебно-методической и иной литературы по изучаемой дисциплине.

10. МАТЕРИАЛЬНО-ТЕХНИЧЕСКАЯ БАЗА, НЕОБХОДИМАЯ ДЛЯ ОСУЩЕСТВЛЕНИЯ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА

В ходе реализации образовательного процесса используются специализированные многофункциональные аудитории для проведения занятий лекционного типа, занятий семинарского типа (практических занятий, лабораторных работ), групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, укомплектованные специализированной мебелью и техническими средствами обучения, служащими для представления учебной информации большой аудитории.

Проведение занятий лекционного типа обеспечивается демонстрационным оборудованием.

Помещения для самостоятельной работы оснащены компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа в электронную информационно-образовательную среду организации.

Для лиц с ограниченными возможностями здоровья и инвалидов предоставляется возможность присутствия в аудитории вместе с ними ассистента (помощника). Для слабовидящих предоставляется возможность увеличения текста на экране ПК. Для самостоятельной работы лиц с ограниченными возможностями здоровья в помещении для самостоятельной работы организовано одно место (ПК) с возможностями бесконтактного ввода информации и управления компьютером (специализированное лицензионное программное обеспечение – Camera Mouse, веб камера). Библиотека университета предоставляет удаленный доступ к электронным ресурсам библиотеки Университета с возможностями для слабовидящих увеличения текста на экране ПК. Лица с ограниченными возможностями здоровья могут при необходимости воспользоваться имеющимся в университете креслом-коляской. В учебном корпусе имеется адаптированный лифт. На первом этаже оборудован специализированный туалет. У входа в здание университета для инвалидов оборудована специальная кнопка, входная среда обеспечена информационной доской о режиме работы университета, выполненной рельефно-точечным тактильным шрифтом (азбука Брайля).

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ
«Иностранный язык»

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕЙ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ

1. Показатели, критерии и оценивание в процессе текущей аттестации

Информация о содержании и процедуре текущего контроля успеваемости, методике оценивания знаний, умений и навыков обучающегося в ходе текущего контроля доводятся научно-педагогическими работниками Университета до сведения обучающегося на первом занятии по данной дисциплине.

Текущий контроль предусматривает подготовку аспирантов к каждому аудиторному занятию. Аспирант должен присутствовать на занятиях, выполнить академическую презентацию, эссе, реферирование научного текста, письменный перевод научного текста, проект научного исследования.

Текущий контроль проводится в форме академической презентации, эссе, реферирования научного текста, письменного перевода научного текста, представления проекта научного исследования.

Таблица 1

Показатели, критерии и оценивание в процессе текущей аттестации

Наименование тем (разделов)	Формы текущего контроля успеваемости	Результаты текущего контроля
1. Академическая устная коммуникация.	академическая презентация	зачтено/не зачтено
	реферирование научного текста	зачтено/не зачтено
2. Академическая письменная коммуникация.	эссе	зачтено/не зачтено
3. Профессиональная и академическая лексика.	реферирование научного текста	зачтено/не зачтено
	письменный перевод научного текста	зачтено/не зачтено
	проект научного исследования	зачтено/не зачтено

Таблица 2

Формы текущего контроля успеваемости	Критерии оценивания
Академическая презентация	**Зачтено:** Соблюдены правила оформления презентации; во время выступления аспирант логично строит монологическое высказывание в соответствии с коммуникативной задачей, лексические единицы и грамматические структуры используются уместно и практически без ошибок, речь понятна и фонетически грамотна, соблюдается необходимый объем высказывания, содержание выступления носит занимательный характер. Четко сформулирован научный вопрос, на который докладчик представляет обоснованный ответ в конце выступления. Ясно представлена структура доклада, каждый фрагмент которого поэтапно раскрывается в ходе выступления. Элементы доклада соединены семантическими или грамматическими связями. Докладчик обобщает и анализирует представленную информацию в конце доклада. Презентация, сопровождающая доклад, способствует более полному пониманию и восприятию его содержания. Слайды не перегружены информацией, графическое представление подчеркивает наиболее значимые позиции выступления; **Не зачтено:** Презентация оформлена с ошибками, количество слайдов недостаточно, аспирант строит монологическое высказывание в соответствии с коммуникативной задачей, но высказывание не всегда логично, имеются повторы, присутствуют лексические, грамматические и стилистические ошибки, затрудняющие понимание, в целом речь понятна, объем высказывания значительно ниже требуемого. Нечетко сформулирован

	научный вопрос, на который докладчик представляет не вполне обоснованный ответ в конце выступления. Нет четкой характеристики структуры доклада, каждая тема недостаточно полно и последовательно раскрывается в ходе выступления. Элементы доклада не всегда соединены семантическими или грамматическими связями. Презентация, сопровождающая доклад, не способствует более полному пониманию и восприятию его содержания. Слайды в большинстве своем или перегружены информацией, или мало информативны. Графическое представление чаще всего не подчеркивает наиболее значимые позиции.
Эссе	**Зачтено:** Строгое соблюдение формата эссе / Незначительные погрешности в соблюдении формата эссе. Адекватное использование профессиональной лексики. Отсутствие смысловых, стилистических и лексико-грамматических ошибок / Незначительное количество лексико-грамматических, смысловых и стилистических ошибок (не более 40%). **Не зачтено:** Несоблюдение формата эссе. Неадекватное использование профессиональной лексики. Наличие грубых лексико-грамматических, смысловых и стилистических ошибок (40% и более).
Реферирование научного текста	**Зачтено:** **Точная передача фактов.** Вся фактическая информация передана точно и без искажений. Имеются незначительные искажения. **Нейтральность изложения** (либо правильная передача авторской позиции). Изложение нейтрально либо авторская оценка описываемых событий передана правильно. Имеются незначительные отклонения от нейтрального тона либо незначительные искажения авторской позиции. **Связность и логичность.** Изложение связное, структура прозрачная, логика изложения прослеживается. Изложение в целом связное, имеются незначительные недостатки изложения. **Языковое оформление** (лексика, грамматика, стиль). Лексико-грамматические ошибки отсутствуют, имеются только 1-2 незначительные грамматические и стилистические ошибки. **Не зачтено:** **Точная передача фактов.** Имеется более 5 серьезных искажений или множество мелких. **Нейтральность изложения** (либо правильная передача авторской позиции). Имеются серьезные отклонения / искажения в нескольких местах. Текст не понят, либо авторская позиция искажена до неузнаваемости. **Связность и логичность.** В тексте имеются серьезные нарушения логики изложения, что сказывается и на построении текста; имеются значительные недочеты при построении высказываний. В тексте не прослеживается никакой логики, текст бессвязен или представляет собой набор отдельных предложений. **Языковое оформление** (лексика, грамматика, стиль). Имеется больше 10 лексико-грамматических или стилистических ошибок.
Письменный перевод научного текста	**Зачтено:** **Содержательная идентичность текста перевода.** Эквивалентный перевод: содержательная идентичность текста перевода. Погрешности перевода не нарушают общего смысла оригинала. **Лексические аспекты перевода.** Использование эквивалентов для перевода 30-100% текста **Грамматические аспекты перевода.** Эквивалентный перевод с использованием основных грамматических конструкций, характерных для академического стиля речи. **Соблюдение языковых норм и правил языка перевода: стилистическая идентичность текста перевода.** Соблюдение языковых норм и правил языка перевода для 30-100 % текста. **Не зачтено:** **Содержательная идентичность текста перевода.** Неэквивалентная передача смысла: ошибки представляют собой грубое искажение содержания оригинала.

	Лексические аспекты перевода. Использование эквивалентов менее чем для 30% текста Грамматические аспекты перевода. Использование грамматических эквивалентов менее чем для 30% текста **Соблюдение языковых норм и правил языка перевода: стилистическая идентичность текста перевода**. Соблюдение языковых норм и правил языка перевода менее чем для 30% текста.
Представление научного проекта (Research Proposal)	**Зачтено:** Строгое соблюдение формата представления научного проекта. Research proposal / Незначительные погрешности в соблюдении формата. Адекватное использование профессиональной лексики. Отсутствие смысловых, стилистических и лексико-грамматических ошибок. Незначительное количество лексико-грамматических, смысловых и стилистических ошибок (не более 40%). Успешное и систематическое следование нормам, принятым в научном общении, для успешной работы в российских и международных исследовательских коллективах. Сформированное умение самостоятельно проводить научные исследования по согласованному с руководителем плану, представлять полученные результаты. Успешное и систематическое применение навыков планирования научного исследования, анализа получаемых результатов и формулировки выводов **Не зачтено:** Несоблюдение формата представления научного проекта. Research proposal е. Неадекватное использование профессиональной лексики. Наличие грубых лексико-грамматических, смысловых и стилистических ошибок (40% и более). Фрагментарное следование нормам, принятым в научном общении при работе в российских и международных исследовательских коллективах. Фрагментарное умение самостоятельно проводить научные исследования по согласованному с руководителем плану, представлять полученные результаты. Фрагментарное применение навыков планирования научного исследования, анализа получаемых результатов и формулировки выводов.

2. Контрольные задания для текущей аттестации

Выступление на научной конференции
Формат выступления. Рекомендации к подготовке выступления.
A Conference Talk Format (1)

— Title /author/bio data/ credentials/affiliation. (1 slide) A short, three - four sentences, no more than one paragraph, biographical statement about you. It should mention your present professional responsibilities, previous experience relevant to the topic of your presentation, and educational background.

— Forecast : Gist of the issue addressed (1 slide)

— Outline / Structure (1 slide)

— Background : Motivation and Problem Statement, Perspective Statement (1-2 slides)

— Addressing the Research Issue / Stating the Research Question / Hypothesis (1slide)

— Related Work / Theoretical Framework. Major concepts you build on in your paper. Primary and Secondary Resources (1 slide)

— Methods and Techniques, e.g. a historical method, a comparative method, a statistical method, etc. (1 slide)

— Body: Data analysis, Results, Key Insights (3 - 5 slides)

— Summary of the data analysis (1 slide)

— Conclusion – answering the research question (1 slide)

— Future Work (Optional)

A Conference Talk Format (2)
A Generic Conference Talk Outline

This conference talk outline is a starting point, not a rigid template. Most good speakers average two minutes per slide (not counting title and outline slides), and thus use about a dozen slides for a twenty minute presentation.

- Title/author/affiliation (1 slide)
- Forecast (1 slide) Give gist of problem attacked and insight found (What is the one idea you want people to leave with? This is the "abstract" of an oral presentation.)
- Outline (1 slide) Give talk structure. Some speakers prefer to put this at the bottom of their title slide. (Audiences like predictability.)
- Background
  - Motivation and Problem Statement (1-2 slides) (Why should anyone care? Most researchers overestimate how much the audience knows about the problem they are attacking.)
  - Related Work (0-1 slides) Cover superficially or omit; refer people to your paper.
  - Methods (1 slide) Cover quickly in short talks; refer people to your paper.
- Results (4-6 slides) Present key results and key insights. This is main body of the talk. Its internal structure varies greatly as a function of the researcher's contribution. (Do not superficially cover all results; cover key result well. Do not just present numbers; interpret them to give insights. Do not put up large tables of numbers.)
- Summary (1 slide)
- Future Work (0-1 slides) Optionally give problems this research opens up.
- Backup Slides (0-3 slides) Optionally have a few slides ready (not counted in your talk total) to answer expected questions. (Likely question areas: ideas glossed over, shortcomings of methods or results, and future work.)

Conference Talk Instructions

- Present the structure and main points of your argument clearly at the beginning of the talk and refer to them in the summary. Your audience should realize you have covered all the topics mentioned at the beginning of the talk.
- Present your main points one by one in accordance with the talk outline. Check the presentation points for consistency and logical arrangement. You should achieve complete understanding of the intended meaning by the audience.
- Pause at the end of each point. Make it absolutely clear when you move to another point. You can use both grammatical and semantic links. If the topic is important you may present a concise summary, and then move on to another one.
- Focus on your key findings rather than all the results obtained. Emphasize your main insights for the audience to appreciate them.
- When presenting visuals and numbers provide interpretations to give insights. Do not let the visual dominate the slide.
- The message of your PowerPoint presentation should be Simple, Visible, Understandable.
- Simple - Use only essential phrases or words on a slide. Avoid presenting complete sentences.
- Visible - PowerPoint text should be large enough to be easily seen by every member of the audience. Consider your content and your target audience expectations when selecting

colors, lettering style, and layout.

- Understandable - Your presentation is to transmit your message in a clear and adequate way. The background and font colors should be contrasting colors for ease of readability. The ideal color combination is a white background with a dark blue or black font.
- Slides should include both text and some graphic images. A balance between white space and text should be maintained.
- Avoid having too many slides, hence too many points in a presentation. Your listeners might get overwhelmed, confused, and suffer from information overload.
- Your slides should not be overloaded with text. The main points should be presented in a concise and explicit manner. People are supposed to listen to your oral presentation rather than read from your slides. Use the text chart as a springboard for your talk.
- Reading your talk from PowerPoint slides should be avoided. You will fail to impress your audience by your expertise and presentation skills. The attendees tend to stop listening and get bored if the presentation is read from the slides.
- Try to make your presentation more memorable by interacting with your attendees, eliciting feedback and responding adequately.
- Rehearse your presentation, and ask for an expert's feedback to rectify mistakes. Polish your non-verbal skills.
- Arrive at the session room well in advance to download your presentation, check the equipment and meet your moderator and co-presenters.
- Make sure your talk fits into the allotted time of your presentation, typically 20 minutes. The moderator will stop your presentation if you run over their time.
- During the Q&A session make sure your answers are concise and to the point, check if an attendee has got you right.

2) Эссе (модель написания)
Правила составления и оформления эссе
Academic Essay Writing Requirements

Independence of thought

Discussion, analysis, evaluation, and argument must all demonstrate your ability to interpret, understand and critique from a unique perspective. Challenge assumptions and explain the reasoning behind your contentions.

Conceptual thinking

Do not be tempted to critique the academic literature through vague and impressionistic approaches; demonstrate instead a genuine conceptual engagement.

Compelling conclusions

You need to ensure that your arguments and conclusions are plausible and convincing. Weigh evidence, analyse arguments and develop your own position.

Substantial originality

Evidence of genuine originality is expected and ensures top marks. The most essential element of academic work is confidence in your intellectual acuity.

Research skills

Go beyond the reading lists provided by lecturers to demonstrate your initiative in finding your own sources. Use internet resources, become familiar with useful journals, and follow the footnotes.

Operate within the academic conventions

You should be good at your understanding of appropriate referencing, attribution of borrowed ideas and the proper approach to research. Do not let minor errors erode the credibility of your essay.

The academic register

Spelling, punctuation and grammar are taken for granted.

The major linguistic concerns at this level are those of **tone and style**. An academic register is based on **precision, formality,** thorough understanding of subject-specific vocabulary, and on avoidance of familiarity and inappropriate use of the first person.

Immaculate presentation

Perhaps seemingly trivial, presentation should not be disregarded. Demonstrate scholarly professionalism through due care and attention to all aspects of your work.

Academic Essay Format

Please review this guideline for a five-paragraph standard essay.

Please note: this is an essay template only. As a writer, you should primarily follow customers' instructions and their requirements regarding essay length and number of words and overall structure.

Keep in mind: An essay is a short piece of writing that discusses, describes or analyzes one topic. It can range in length from one paragraph to more than twenty. It can be about anything, and be written in almost any style. It can be serious or funny, straight-forward or symbolic. It can describe personal opinions, or just report information.

Basic elements of an essay:

1.   Introduction (Introductory Paragraph).
2.   Body.
3.   Conclusion.

Your essay should start with an introductory paragraph. There are actually many different ways to begin an essay; therefore, the format of the introductory paragraph is flexible. Often, essays begin with a General Introductory Statement. This statement could be an anecdote, description, striking statistic, a fact that will lead to your thesis, etc. Beginning this way, you will use the first few sentences to prepare, or "lay the groundwork" for your thesis, and use the last sentence of the first paragraph to present your thesis. However, your thesis statement can be anywhere in your introduction. In a longer essay, you can even wait to present your thesis until the second paragraph or later. Also for a longer essay, you should begin to introduce a few supporting ideas in the first couple of paragraphs. These supporting ideas should be the topics that you will discuss in full in your body paragraphs. For a short essay, presenting supporting ideas during the introduction is optional.

Your second paragraph generally begins the body of the paper. (For a longer paper, the body of the paper may not begin until the third paragraph or later). This paragraph should begin with a topic sentence that introduces the first supporting idea (the support for your thesis). You should use the middle of the paragraph to discuss your support, give examples, and analyze the significance of these examples. Your last sentence of the body paragraph could be used to draw a conclusion for that supporting idea, or to transition into the next paragraph.

Your next two body paragraphs should follow the same format as your first body paragraph. They should each have a separate topic sentence and supporting ideas, but the three paragraphs should work together to prove your thesis. If you are writing a longer paper, you will have more than three body paragraphs, but they should all follow this format.

The form of your Conclusion, like your introduction, is flexible. One good way to conclude a paper is to begin the last paragraph with a statement that reflects on what has been stated and proved, without repeating it exactly. Then you should briefly restate your key points to gently remind the reader how well you proved your thesis. Your conclusion should end with a statement or idea that leaves a strong impression and provokes further thought.

Types of Academic Essays

Academic writing can be categorized into four main types of essays that serve unique purposes; however, some might share similar structures. With that being said, the four academic essay types are narrative, descriptive, expository, and persuasive.

Expository and persuasive types are most commonly seen in university curriculums, as they are more scientific and objective. Narrative and descriptive are more subjective and engage your creativity. Now, let's break down each type.

Narrative Essay

This is a type of writing that requires the author to create a compelling story of practically anything imaginable. In other words, it is a super condensed version of a novel. As one is required to show their creative abilities, constant use of strong adjectives will enhance the audience's perception of the topic and help paint a graphic picture. Alongside telling a compelling story, a well-written narration should present a point that is "written between the lines." Ideally, after reading the entire narrative paper, a clear message or theme should be extractable from the text. By doing this, you are motivating the reader to read it entirely, as it c

In short, the author chooses a specific thing, experience, emotion, or idea and describes it to the reader. Just like with narrative writing, this style requires the author to be subjective and creative. And, just like a narrative essay, you are meant to draw a picture in the audience's eyes. Carefully selected and powerful words are essential to writers' success, as the paper must evoke a certain feeling in the reader and connect them to the object of discussion. When the audience comprehends the subject matter well and the contents of the paper defines the term in question, one can be sure that they have written a stellar descriptive paper.

Expository Essay

This is a type of academic writing used to create a spotlight on a matter using grounded information and facts. Sufficient evidence should follow all information provided. An expository paper is no place for opinions or personal views on things. A quality paper should use analysis that consists of factual information on the subject. The author's primary job is to inform and educate the reader with coherent writing and understandable logic. As an example, our "How to Write an Academic Essay" article could be considered a branch of expository writing.

Persuasive Essay

Last but not least, writing a persuasive (also known as argumentative) paper requires one to embrace the role of a salesman (or saleswoman). You have an opinion, project, or an idea which you have to sell to a reader. The logic behind how you supply the reader with the information should be impenetrable, leaving them with no doubt that what you are expressing is the only truth they need to know. Cater your points carefully to avoid being pushy, and hide your sales tactic behind well thought out sentences. When it comes to defending an argument, you can use logical tactics, emotional tactics or a mix of both; this depends on what you are attempting to argue.

Good Academic Essay Topics

Logically, topics will vary based on the style of writing one is creating. Sometimes, you can find the same topic within separate academic essay categories, but the main content will always vary dependant on which category of paper you will write about. That being said, here are some good academic essay topics for high school and college students:

Narrative Essay Topics
• Describe a time you overcame adversity. Explain the situation and how you handled it.
• Talk about a passion that is rooted deeply in your personality and would make you feel incomplete if it disappeared.
• Create a story that teaches the importance of honesty and integrity.
• Create a story that illustrates the value of hard work and discipline.

Descriptive Essay Topics
• In your own words, define love.
• What constitutes a hero or heroic action?
• Describe a genius. What are examples of genius acts?
• Describe a businessperson. What traits do they possess?

Expository Essay Topics
- What effect has social media had on interpersonal relationships and communication?
- What are some strategies society can use to reduce the growth and dangers of global warming?
- What methods can society implement to prevent and punish cyber-bullying?
- What are the main causes of racism in today's society?

Persuasive/Argumentative Essay Topics
- Provide an argument as to whether or not the death penalty should be abolished.
- Should we give animals more rights, instead of treating them as mere property?
- Should the United States have stricter gun control policy?
- Was the bombing of Hiroshima and Nagasaki mass murder or a justifiable means to end WWII?

3) Реферирование научного текста
Рекомендации по составлению аннотаций

Definition

An academic summary is a concise representation of an academic text. The summary's purpose is to enable the reader to determine, in a limited amount of time, if and why a paper, chapter or book is worth reading.

An academic summary is different from an abstract. An abstract is a brief representation of the main results and conclusions of the study. An academic summary characteristically shows the (argumentation) structure of the text; the skeleton of the argument skeleton.

The summary should be a flowing text, written in your own words. This means that copying exact phrases from the original text is not permitted. Moreover, the text should be written in well-formulated Dutch or English, and intelligible to an audience that is not acquainted with the original text.

Steps in Composing a Summary

The primary purpose of a summary is to "give an accurate, objective representation of what the work says." As a general rule, "you should not include your own ideas or interpretations." "Summarizing condenses in your own words the main points in a passage:

1.   Reread the passage, jotting down a few keywords.
2.   State the main point in your own words and be objective: Don't mix your reactions with the summary.
3.   Check your summary against the original, making sure that you use quotation marks around any exact phrases that you borrow." -Randall VanderMey, et al.

"Here...is a general procedure you can use [for composing a summary]:

Step   1: Read   the   text   for   its   main   points.
Step   2: Reread   carefully   and   make   a   descriptive outline.
Step   3: Write   out   the   text's thesis or   main   point.   .   .   .
Step 4: Identify the text's major divisions or chunks. Each division develops one of the stages needed to   make   the   whole   main   point.   .   .   .
Step   5: Try   summarizing   each   part   in   one   or   two   sentences.
Step 6: Now combine your summaries of the parts into a coherent whole, creating a condensed version of the text's main ideas in your own words." -(John C. Bean, Virginia Chappell, and Alice M. Gillam, *Reading Rhetorically*. Pearson Education, 2004)

Characteristics of a Summary

"The purpose of a summary is to give a reader a condensed and objective account of the main ideas and features of a text. Usually, a summary has between one and three paragraphs or one hundred to three hundred words, depending on the length and complexity of the original essay and the intended audience and purpose. Typically, a summary will do the following:

- **Cite the author and title of the text.** In some cases, the place of publication or the context for the essay may also be included.
- **Indicate the main ideas of the text.** Accurately representing the main ideas (while omitting the less important details) is the major goal of the summary.
- **Use <u>direct quotations</u> of keywords, phrases, or sentences.** *Quote* the text directly for a few key ideas; *paraphrase* the other important ideas (that is, express the ideas in your own words.)
- **Include author tags.** ("According to Ehrenreich" or "as Ehrenreich explains") to remind the reader that you are summarizing the author and the text, not giving your own ideas. . . .
- **Avoid summarizing specific examples or data** unless they help illustrate the <u>thesis</u> or main idea of the text.
- **Report the main ideas as objectively as possible**

  A Checklist for Evaluating Summaries

  "Good summaries must be fair, balanced, accurate, and complete. This checklist of questions will help you evaluate drafts of a summary:
- Is the summary economical and precise?
- Is the summary neutral in its representation of the original author's ideas, omitting the writer's own opinions?
- Does the summary reflect the proportionate coverage given various points in the original text?
- Are the original author's ideas expressed in the summary writer's own words?
- Does the summary use attributive tags (such as 'Weston argues') to remind readers whose ideas are being presented?
- Does the summary quote sparingly (usually only key ideas or phrases that cannot be said precisely except in the original author's own words)?
- Will the summary stand alone as a <u>unified</u> and coherent piece of writing?
- Is the original <u>source</u> cited so that readers can locate it?" -John C. Bean

Introduction Sentence Examples for an Article Summary

In "Cats Don't Dance," John Wood explains ...

John Wood, in "Cats Don't Dance," explains ...

According to John Wood in "Cats Don't Dance" ...

As John Wood vividly elucidates in his ironic story "Cats Don't Dance" ...

John Wood claims in his ironic story "Cats Don't Dance" that ...

Combine the thesis of the article with the title and author into your first sentence of the summary. Reference the following sentence as an example.

In "Cats Don't Dance," John Wood explains that in spite of the fact that cats are popular pets who seem to like us, felines are not really good at any activities that require cooperation with someone else, whether that is dancing or sharing.

If possible, your first sentence should summarize the article. The rest of your summary should cover some of the central concepts used to support the thesis. Be sure to restate these ideas in your own words, and to make your summary as short and concise as possible. Condense sentences and leave out unimportant details and examples. Stick to the important points.

How to Quote the Author of an Article

When you refer to the author for the first time, you always use their full name. When you refer to the author after that, you always use their last name. The following examples show how to use the author's name in an article summary after you have already introduced them.

Johnson comments ...

According to Wood's perspective ...

As Jones implies in the story about ...

Toller criticizes...

In conclusion, Kessler elaborates about ...

You don't need to use an author's title (Dr., Professor, or Mr. and Mrs.), but it does help to add their credentials to show they are an authoritative source. The sentences below show ways to do this.

In "Global Warming isn't Real," Steven Collins, a professor at the University of Michigan, claims that ...

New York Times critic Johann Bachman argues in "Global Warming is the Next Best Thing for the Earth" that ...

If you are discussing the ideas of the author, you always need to make it clear that you are reciting their ideas, not your own.

How to Introduce the Ideas of the Author in an Article Summary

• Use author tags

• Use mentions of "the article" or "the text"

• Add the page number that the information is found on in parenthesis at the end of the sentence

Using Author Tags

In writing your summary, you need to clearly state the name of the author and the name of the article, essay, book, or other source. The sentence below is a great example of how to do this.

According to Mary Johnson in her essay, "Cats Make Good Pets," the feline domestic companion is far superior to the canine one.

You also need to continue to make it clear to the reader when you are talking about the author's ideas. To do this, use "author tags," which are either the last name of the author or a pronoun (he or she) to show you are still discussing that person's ideas.

Also, try to make use of different verbs and adverbs. Your choice of author tag verbs and adverbs can contribute to the way you analyze the article. Certain words will create a specific tone. See the tables for a selection of different word choices.

List of Author Tags

Says	Explains	Comments
Persuades	Suggests	Understands
Argues	Reminds	Helps us understand
Elucidates	Presents	Intimates
Concludes	Presents the idea	Creates the impression
Criticizes	Defines	Highlights
Concedes	Shows	States
Thinks	Admits	Lists
Notes	Analyzes	Disagrees
Observes	Points out	Emphasizes
Discusses	Identifies	Implies
Insists	Responds	Shows
Proves	Rejects	Suggests

Adverbs to Use with Author Tags

Conclusively	Expressively	Realistically
Tightly	Angrily	Radically
Clearly	Dutifuly	Evenly
Occasionally	Quickly	Ironically
Honestly	Eagerly	Elegantly
Sharply	Rarely	Loosely
Exactly	Happily	Hastily
Perfectly	Sternly	Unexpectedly
Sometimes	Never	Justly
Devotedly	Finally	Warily
Wearily	Completely	Fully
Doggedly	Iconically	Sarcastically
Seriously	Carefully	Politely

Примерные научные тексты для реферирования

The Treaty of Versailles

Treaty of Versailles is a peace document signed at the end of World War I by the Allied and associated powers and by Germany in the Palace of Versailles, France, on June 28, 1919. It took force on January 10, 1920.

When the German government asked U.S. President Woodrow Wilson to arrange a general armistice in October 1918, it declared that it accepted the Fourteen Points he had formulated as the basis for a just peace. However, the Allies demanded "compensation by Germany for all damage done to the civilian population of the Allies and their property by the aggression of Germany by land, by sea and from the air." The population and territory of Germany was reduced by about 10 percent.

The treaty was drafted during the Paris Peace Conference in the spring of 1919, which was dominated by the national leaders known as the "Big Four"—David Lloyd George of Britain, Georges Clemenceau of France, Woodrow Wilson of the United States, and Vittorio Orlando of Italy. The first three in particular made the important decisions. None of the defeated nations had any say in shaping the treaty, and even the associated Allied powers played only a minor role. The German delegates were presented with a fait accompli. They were shocked at the severity of the terms and protested the contradictions between the assurances made when the armistice was negotiated and the actual treaty. Accepting the "war guilt" clause and the reparation terms were especially odious to them.

Many historians claim that the combination of a harsh treaty and subsequent lax enforcement of its provisions paved the way for the upsurge of German militarism in the 1930s. The huge German reparations and the war guilt clause fostered deep resentment of the settlement in Germany, and when

Hitler remilitarized the Rhineland in 1936 (a violation of the treaty), the Allies did nothing to stop him, thus encouraging future German aggression.

Cultural Variables

To develop cultural profiles we first need to be familiar with the kinds of universal cultural variables found in most societies that make up unique clusters and provide a snapshot of the overall character of a specific group. While there are countless individual variables, one approach to categorizing interdependent variables is given by Harris and Moran, who identified eight categories that form the subsystems in any society. The following sections describe these eight categories and explain their implications.

A kinship system is the system adopted by a given society to guide family relationships. Whereas in the United States this system primarily consists of the nuclear family (which is increasingly represented by single-parent families), in many other parts of the world the kinship system consists of an extended family with many members, spanning several generations. This extended, closely knit family, typical in many eastern nations, may influence corporate activities in cases where family loyalty is given primary consideration—such as when contracts are awarded or when employees are hired (and a family member is always selected over a more suitable candidate from outside the family). In these family-oriented societies, such practices are pervasive and are taken for granted. Foreign managers often find themselves locked out of important decisions when dealing with family businesses.

Civilized man

Civilised man, or so it seems to me, must feel that he belongs somewhere in space and time; that he consciously looks forward and looks back. And for this purpose it is a great convenience to be able to read and write.

For over five hundred years this achievement was rare in Western Europe. It is a shock to realise that during all this time practically no lay person, from kings and emperors downwards, could read or write. Charlemagne learnt to read, but he never could write. He had wax tablets beside his bed to practise on, but said he couldn't get the hang of it. Alfred the Great, who was an exceptionally clever man, seems to have taught himself to read at the age of forty, and was the author of several books, although they were probably dictated in a kind of seminar. Great men, even ecclesiastics, normally dictated to their secretaries, as they do today and as we see them doing in tenth-century illuminations. Of course, most of the higher clergy could read and write, and the pictures of the Evangelists, which are the favourite (often the only) illustrations of early manuscripts, become, in the tenth century, a kind of assertion of this almost divine accomplishment. But St Gregory, who looks so intensely devoted to scholarship on a tenth century ivory St Gregory himself is credited with having destroyed many volumes of classical literature, even whole libraries, lest they seduced men's minds away from the study of holy writ. And in this he was certainly not alone. What with prejudice and destruction, it's surprising that the literature of pre-Christian antiquity was preserved at all. And in fact it only just squeaked through. In so far as we are the heirs of Greece and Rome, we got through by the skin of our teeth.

Workforce Diversity

In many countries around the world, the workforce is becoming increasingly diverse because of the erosion of rigid political boundaries, the rapidity of travel, and the quick spread of information. Propelled by globalism, the world labor force is undergoing considerable change as a result of (1) the increasing movement across borders of workers at all skill levels; (2) the rising average age of

employees; and (3) the addition of great numbers of women to the workforce (particularly in developing countries), many with higher levels of education.

In the United States, for example, demographic information from the Bureau of Labor Statistics indicates that, by the year 2050, Hispanic Americans will represent 25 percent, and Asian/Pacific Americans 9 percent, of the U.S. population. Thus, workforce diversity is becoming a crucial managerial issue. In essence, cross-cultural management worldwide is as much the task of managing multiculturalism at home as it is of managing a workforce in a foreign country. In fact, it often means both: managers operating in a foreign environment also manage a culturally diverse local workforce. Effective management increasingly depends on the ability to design and implement programs, throughout an organization, that value diversity and pluralism. Such programs enable the organization to enjoy the benefits of multiculturalism, including the possibility of more creativity, innovation, and flexibility; they heighten sensitivity to foreign customers, and provide a greater and more varied pool of talent.

A Definition of Communication

If communication is complex and multidimensional, then it can be defined in the following way: communication occurs whenever meaning is attributed to behavior or the residue of behavior.

Behavior residue is what remains as a record of our actions. For instance, this chapter is a behavior residue of many of our past acts of communication. As authors, we had to think, write, and type on a computer for you to read these words. This notion of residue is extremely important to students of intercultural communication because it calls attention to some of the consequences of past experiences—experiences that are often culture bound.

When someone observes our actions or their residual effects and decides they mean something, we have made contact and have communicated whether our behavior was conscious or unconscious, intentional or unintentional. Whenever our behavior becomes a message to which someone else attaches meaning, we are communicating. In this sense, our words, actions, and even the absence of them convey messages about how we are reacting to the moment.

This general definition of communication emphasizes the attribution of meaning to a behavior meaning we encounter in our environment. Try to imagine that somewhere in each of our brains is a meaning reservoir in which are stored all of the meanings we process at any given moment. These various meanings have accumulated throughout our lifetime as the outside world has sent us trillions of messages. As the novelist Pavese once wrote, "We do not remember days, we remember moments." In this sense, meaning is relative to each of us because we all have had unique moments. These individual attributions represent the countless variables that come into play each time we communicate.

Communication thus takes place on many levels. That is, many of our messages are constructed and sent with conscious intent ("I shall smile because I want to look happy"), while others are sent without our even being aware of them (someone sees you walking fast and assumes you are in a hurry and cannot stop to visit).

При проведении текущей и промежуточной аттестации могут использоваться аутентичные тексты из монографий, научных статей, изучаемых аспирантами в ходе занятий и научных исследований.

4) Письменный перевод научного текста

Рекомендации по переводу академического текста

Academic texts play a unique role in the lives of people around the world. These texts are unlike any other documents. Academic works span a number of genres, styles, and purposes. From theoretical to technical, and from liberal arts to the hard sciences, these texts are meant to shape

thought and challenge imagination. They are meant to inspire and indoctrinate, to editorialize and to entertain.

The very nature of an academic text provides some serious challenges for translators, and some fields of study encompass many more complex issues than others. While all translations require diligence, academic texts are in a league of their own.

Consider the variations in style and content. The hard sciences (physics, chemistry, geology, etc) are highly technical in nature. Concepts are predominately universal and do not vary based on region or language. Literary fields, however, are filled with colloquialisms and figurative language that is often very hard to convey from one language to another. Subject matter that makes sense in one culture may be completely lost on another. Social sciences bring in yet more challenges. Topics cover ideologies and concepts that vary with time and place and rarely mean the same thing from one country to the next.

Challenges of Academic Translation

There is not a single list of all the challenges a translation service faces when preparing an academic text for translation. Many questions must first be answered.

Text style	Number of Charts, Graphs, etc.	Period Language
Text format	Audience	Ideological adjustments
Purpose	Degree of acculturation	Cultural adjustments

The answers to these questions will determine the extent to which machine-assisted translation systems can be used on a document. The more technical and universal the text, the more beneficial CAT services are to the translator. Texts that have less lexical standardization and clarity are not as well suited for this type of translation service.

Many texts in the humanities, especially the social sciences pose special challenges. These texts often deal with terms, ideas and concepts that are understood in a single region, were understood during a particular period or have highly contrasted meanings within conflicting cultures. This means that many times the standard adjustments made to localize a document and create cultural relevance would not be applied to these texts.

There is also the temptation to modernize text. When dealing with history or past eras, putting modern concepts, ideas, beliefs, or even lexical and grammatical items could be considered anachronistic.

Most translators want their documents to read like an original document. Academic texts often do not lend themselves to this luxury. The very nature of academic texts often implies that the target audience is reading the document to learn something and must adjust themselves to the document and not the other way around. In this case, it is okay for the translation to actually sound like it is a translation.

Notes to Consider Prior to Translation

Before you translate an academic text, there are a number of things you want to consider that many other translation services do not have to worry about.

1.   Do you have the rights to the text: This is easiest if you are the author; even then, if you do not have full international publication rights you still may be facing an up-hill battle. If the work is already published, you may need a contract with the publisher as well. Further, you must make

sure all publication rights are secure not just in your home country, but internationally. There are vast differences in publication requirements from country to country.

2.   Terminology: Decide up front whether you are going to have your words, phrases, and concepts localized or if they will remain as they are even in the target language. The same concept goes for the modernization of text; do you want your text to read just like you wrote it, even if it is out of date stylistically or grammatically? Or, do you want your work updated. Hint: if the text is about people of the 1920's, you don't want things modernized.

3.   Technical jargon, abbreviations, and the like face the same questions as terminology: Should these literary devices be footnoted and explained, transcreated, or transliterated? Unlike other fields, archaic and out of place devices are often not used inappropriately or as a stylistic element, but it may be required by the content of the text.

4.   Subject matter: If your subject matter is specialized, you want to ensure your translation service employs translators with expertise in your field. Knowing the "language" of the field ensures that words are properly used and applied. "Vector" means something very different to a biologist and physicist. It means something different still to a social scientist. A literary text may choose any of the above based on the content of the story. A single letter could change an entire mathematics or scientific formula, while an inaccurate transcreation of a manifesto could dramatically alter the intent of a philosophical paper.

5.   Syntax: Within most translation areas, translators are given the freedom to make adjustments according to culture and localization needs. In academic texts, this can be very damaging to the content. Many authors express their emotions and intent as much through syntax as they do lexical selection and terminology. While long flowing sentences may not be favored in English, to break up an highly complex, longer sentence from a different language during translation may destroy the spirit of the message. Within business documents, the "foreignness" of translated documents may not be appropriate, but in many academic texts, to lose it may be highly detrimental.

6.   Ideology: Academic texts by their nature are meant to share a viewpoint, teach a concept, or promote thought. These concepts often cause ideological conflicts. In most translations, the globalization and localization of texts would alter information to limit cultural conflict and avoid offense. Many times academic texts are offensive by design and the creation of culturally sensitive text may compromise the very concept the author sought to promote.

There are many challenges involved in translating academic texts. Even still, they are translated successfully every day. When choosing a translation service, you need to know the questions that need to be asked, the answers you need to hear, and the service that need to be provided in order to ensure your project meets your academic translation needs.

Примерные научные тексты для письменного перевода
The Truman Doctrine

A civil war in Greece created another potential arena for confrontation between the superpowers and an opportunity for the Truman administration to take a stand. Communist guerrilla forces supported by Tito, who hoped to create a Balkan Federation under Yugoslav domination, had taken up arms against the pro-Western government in Athens. Great Britain had initially assumed primary responsibility for promoting postwar reconstruction in the eastern Mediterranean but in 1947 economic problems caused the British to withdraw from the active role they had been playing in both Greece and Turkey. President Truman, alarmed by British weakness and the possibility of Soviet expansion into the eastern Mediterranean, responded with the Truman Doctrine, which said in essence that the United States would provide financial aid to countries that claimed they were threatened by Communist expansion. . If the Soviets were not stopped in Greece, Truman declared, then the United States would have to face the spread of communism throughout the free world. As Dean Acheson, the U.S. secretary of state, explained, "Like apples in a barrel infected by disease, the corruption of Greece

would infect Iran and all the East … likewise Africa … Italy … France.… Not since Rome and Carthage has there been such a polarization of power on this earth."

The somewhat apocalyptic tone of Acheson's statement was intentional. Not only were the American people in no mood for foreign adventures but the administration's Republican opponents in Congress were in an isolationist frame of mind. Only the prospect of a dire threat from abroad, the president's advisers argued, could persuade the nation to take action. The tactic worked, and Congress voted to provide the aid Truman had requested.

The U.S. suspicion that Moscow was actively supporting the insurgent movement in Greece turned out to be unfounded, however. Stalin was apparently unhappy with Tito's role in the conflict, not only because he suspected that the latter was attempting to create his own sphere of influence in the Balkans but also because it risked provoking a direct confrontation between the United States and the Soviet Union in an area that was clearly within the American sphere of influence. "The rebellion in Greece," he declared, "must be crushed."

The White House, however, was ignorant of Stalin's views in Moscow, and the proclamation of the Truman Doctrine was followed in June 1947 by the European Recovery Program, better known as the Marshall Plan, which provided $13 billion in U.S. assistance for the economic recovery of war-torn Europe. Underlying the program was the belief that the economic recovery of war-torn Europe would insulate the peoples of that continent against the appeal of international communism.

The Great Thaw

There have been times in the history of man when the earth seems suddenly to have grown warmer or more radio-active … I don't put that forward as a scientific proposition, but the fact remains that three or four times in history man has made a leap forward that would have been unthinkable under ordinary evolutionary conditions. One such time was about the year 3000 BC, when quite suddenly civilisation appeared, not only in Egypt and Mesopotamia but in the Indus valley; another was in the late sixth century BC, when there was not only the miracle of Ionia and Greece - philosophy, science, art, poetry, all reaching a point that wasn't reached again for 2000 years — but also in India a spiritual enlightenment that has perhaps never been equalled. Another was round about the year 1100. It seems to have affected the whole world; but its strongest and most dramatic effect was in Western Europe - where it was most needed. It was like a Russian spring. In every branch of life — action, philosophy, organisation, technology — there was an extraordinary outpouring of energy, an intensification of existence. Popes, emperors, kings, bishops, saints, scholars, philosophers were all larger than life, and the incidents of history - Henry IV at Canossa, Pope Urban announcing the First Crusade, Heloise and Abelard, the martyrdom of St Thomas à Becket - are great heroic dramas, or symbolic acts, that still stir our hearts.

The evidence of this heroic energy, this confidence, this strength of will and intellect, is still visible to us. In spite of all our mechanical aids and the inflated scale of modern materialism, Durham Cathedral remains a formidable construction, and the east end of Canterbury still looks very large and very complex. And these great orderly mountains of stone at first rose out of a small cluster of wooden houses; everyone with the least historical imagination has thought of that. But what people don't always realise is that it all happened quite suddenly — in a single lifetime. An even more astonishing change took place in sculpture. Tournus is one of the very few churches of any size to have survived from before the dreaded year 1000, and the architecture is rather grand in a primitive way. But its sculpture is miserably crude, without even the vitality of barbarism. Only fifty years later sculpture has the style and rhythmic assurance of the greatest epochs of art. The skill and dramatic invention that had been confined to small portable objects - goldsmith work or ivory carving - suddenly appear on a monumental scale**.**

Cultural Variables

The formal or informal education of workers in a foreign firm, received from whatever source, greatly affects the expectations placed on those workers in the workplace. It also influences managers' choices about recruitment and staffing practices, training programs, and leadership styles. Training and development programs, for example, need to lie consistent with the general level of educational preparation in that country.

Whatever the economic system, the means of production and distribution in a society (and the resulting effects on individuals and groups) has a powerful influence on such organizational processes as sourcing, distribution, incentives, and repatriation of capital. At this time of radically changing political systems, it appears that the drastic differences between capitalist and socialist systems will have less effect on MNCs than in the past.

The system of government in a society, whether democratic, communist, or dictatorial, imposes varying constraints on an organization and its freedom to do business. It is the manager's job to understand the political system and how it affects organizational processes, to negotiate positions within that system, and to manage effectively the mutual concerns of the host country and guest company.

The spiritual beliefs of a society are often so powerful that they transcend other cultural aspects. Religion commonly underlies both moral and economic norms. In the United States, the effects of religion in the workplace are limited (other than a generalized belief in hard work, which stems from the Protestant work ethic), whereas in other countries religious beliefs and practices often influence everyday business transactions and on-the-job behaviors. For example, in a longstanding tradition based on the Qur'an and the sayings of Muhammad, Arabs consult with senior members of the ruling families or the community regarding business decisions. Hindus, Buddhists, and some Muslims believe in the concept of destiny, or fate. In Islamic countries, the idea of *inshallah,* that is, "God willing," prevails. In some Western countries, religious organizations, such as the Roman Catholic Church, play a major cultural role through moral and political influence. One of the ways that the Islamic faith affects the operations of international firms involves the charging of interest.

Civilization

At certain epochs man has felt conscious of something about himself- body and spirit which was outside the day-to-day struggle for existence and the night-to-night struggle with fear; and he has felt the need to develop these qualities of thought and feeling so that they might approach as nearly as possible to an ideal of perfection - reason, justice, physical beauty, all of them in equilibrium. He has managed to satisfy this need in various ways – through myths, through dance and song, through systems of philosophy and through the order that he has imposed on the visible world. The children of his imagination are also the expressions of an ideal.

Western Europe inherited such an ideal. It had been invented in Greece in the fifth century before Christ and was without doubt the most extraordinary creation in the whole of history, so complete, so convincing, so satisfying to the mind and the eye, that it lasted practically unchanged for over six hundred years. Of course, its art became stereotyped and conventional. The same architectural language, the same imagery, the same theatres, the same temples — at any time for five hundred years you could have found them all round the Mediterranean, in Greece, Italy, France, Asia Minor or North Africa. If you had gone into the square of any Mediterranean town in the first century you would hardly have known where you were, any more than you would in an airport today. The so-called Maison Carrée at Nimes is a little Greek temple that might have been anywhere in the Greco-Roman world. Nimes isn't very far from the Mediterranean. Greco-Roman civilization stretched much further than that - right up to the Rhine, right up to the borders of Scotland, although by the time it got to Carlisle it had become a bit rough, like Victorian civilisation on the North-West Frontier. It must have seemed absolutely indestructible.

And of course some of it was never destroyed. The so-called Pont du Card, the aqueduct not far from Nimes, was materially beyond the destructive powers of the barbarians. And a vast mass of fragments remained - the Museum at Aries is full of them. 'These fragments have I shored against my ruin.' When the spirit of man revived, they were there to be imitated by the masons who decorated the local churches: but that was a long way off.

При проведении текущей и промежуточной аттестации могут использоваться аутентичные тексты из монографий, научных статей, изучаемых аспирантами в ходе занятий и научных исследований.

5) Проект научного исследования (Research Proposal)

Рекомендации по написанию проекта научного исследования

Research proposal is aimed to convince your examiner or the committee that the topic of your research paper is worthwhile and that you will be able to develop your theme.

This short summary of your future research paper plays a significant role in moving on to the next stage of research paper writing procedure.

Format for Research Proposals 1

Abstract A paragraph summarizing your topic of research, who or what will be the object of data collection, how the data will be collected, how it will be analyzed, and what results you expect (possible outcomes).

The Problem "What problem do I want to address or what question(s) do I want to answer?" - Elaborate on the variables and their relationships.

Background to the Problem "Why is this problem or question important?"

"Who else has worked on this or similar problems?"

"What methods were used?"

"What were the results or conclusions of previous research?"

- In this section, show the relevance of your research to other research that has been done.

Research Design "How will I limit my study?"

"What data do I need to collect?"

"What methods will I use to collect the data and how will I justify them?"

In this section, show how you will avoid doing it all.

Expected Results: "How will I analyze my data?"

"What results do I expect from my research?"

- In this section, elaborate on how you will use your data to answer your research question(s), to make generalizations, to defend assertions, to examine possible alternative outcomes to construct a plausible argument.

References. Make sure these follow a recognized format, and do so consistently.

Format for Research Proposals 2

Background section of the research proposal sample

It is necessary to persuade your committee that the topic you are going to research is exceedingly beneficial to study and that it will fill the need of the modern society: it is important to study this topic, since the majority of modern generation's representatives have serious illnesses mainly because of their way of life.

Methodology section of the research proposal sample

Unfortunately, this is impossible to provide you with full information on various tools of methodology in this **research proposal sample.** So, you will have to work out your own system of methods and ways to research the issue, but, for example: analysis of psychological peculiarities of individual will be studied through questionnaires.

Summary section of the research proposal sample

Пример проекта научного исследования
Title of research:

An investigation into the barriers to and priorities for research development in health librarianship.

Objectives:

- To identify key barriers to and priorities for research development in health librarianship
- To administrate a national electronic survey to health librarians and information specialists in England, Scotland and Wales.

Please give a brief justification of your proposed research project:

The question this study aims to answer is: What are the barriers to and priorities for research development in health librarianship? This question has been given minimal levels of consideration in the professional literature to date and is a question of importance for a number of reasons. There is now a growing literature base that recognizes the need for librarians to engage more with research (Powell, Baker et al. 2002; Juznic and Urbanija 2003; Koufogiannakis and Slater 2004; Koufogiannakis and Crumley 2006). Within the current context of health librarianship strategies are needed to engage with this more fully and in order to effectively address the associated issues that relate to improved decision making skills, evidence based practice, and the improvement of patient care. This is particularly pertinent in light of the recent Hill Report (Hill 2008, p35) which specifically recommends that "research to measure the impact of the application of best available evidence in decision making should continue to be pursued vigorously and routinely by health librarians, in partnership with researchers'.

Much of the work health librarians are involved with is directly linked to evidence based health practice, and evidence based medicine and research forms a substantial aspect of this (Eldredge 2000; Hill 2008). Whilst there is a demand on health professionals to justify and base their practice on robust research based evidence, there is little evidence that health librarians are engaging with this in relation to their own professional practice. Largely, their involvement with evidence based practice is linked directly to health practice rather than the practice of librarianship. The lack of evidence based practice in librarianship jeopardizes the credibility of health librarians in their involvement with evidence based health practice and it is widely reported that increased engagement with evidence based librarianship amongst the profession is becoming increasingly important. For health librarians to credibly support evidence based health practice / medicine it is arguable that the profession should be able to demonstrate evidence based practice in relation to its own professional practice (Eldredge 2000; Booth and Brice 2003; Grant 2003). This is particularly relevant since the end purpose of health librarianship is directly linked to the improvement of patient care (Hill 2008). For health librarians to take a truly evidence based approach to their professional practice, increased engagement with research activities is necessary. At present however, there is little evidence that health librarians are engaging with research in relation to their own professional practice (Booth 2002; Booth and Brice 2003). Whilst some small pockets of active engagement exist, largely this remains a specialist interest area rather than something that is taken on board profession-wide (Booth 2002). Reluctance to conduct research in relation to health librarianship (rather than health practice) within the profession is widely documented (Booth 2002; Booth 2003). However, with the exception of a generic study (McNicol and Nankivell 2003) which aimed to survey librarians from all subject disciplines and which had poor coverage of health librarians, the reasons behind this have not as yet been fully investigated.

The study by McNicol and Nankivell (2003) identified the LIS research agenda to be poorly organised and lacking in direction. It is expected that in carrying out this study a deeper understanding of the reluctance amongst health librarians to engage in research and other related issues they perceive create barriers to their engagement with research activity will be gained. The study will also aim to investigate what they feel are the priorities for research development to aid this current situation. It is

anticipated that from the data collected, a clearer and deeper understanding of the issues can be acquired. This will inform the development of a framework which will provide clarity and direction for the profession. Furthermore, it will make recommendations as to how best research development can be taken forward in the profession based on sound evidence derived from the population to which it concerns. The use of a large scale electronic web based survey method will help to acquire a valid data set which is expected to make a substantial and effective contribution to answering the research question.   The results and recommendations will be widely disseminated through a variety of appropriate channels.

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McNicol, S. and C. Nankivell (2003). The LIS research landscape: a review and prognosis, Chartered Institute of Library and Information Professionals.

Powell, R. R., L. M. Baker, et al. (2002). "Library and information science practitioners and research." Library and Information Science Research 24(1): 49-72.

Please outline the proposed sample group, including any specific criteria:

The sample group will aim to include representation from eight identified areas of health librarianship:

Senior strategic health librarians
Clinical librarians
Health library service managers
Senior information strategy managers
Academic health librarians
Independent health librarians
Research librarians
Academics

The qualifying criteria required for inclusion in the survey will be health librarians and information specialists working in the above context areas, and who hold a professional LIS qualification (ie. degree level or above).

Describe how the proposed sample group will be formulated:

The study will aim to cover a wide sample group formulated from individuals working in the context areas identified above. Potential participants will be identified from LIS related JISCmail groups, professional directories, university LIS departments, special interest and professional groups, and cascades through senior managers and group Chairs.

Indicate clearly what the involvement of the sample group will be in the research process:

The involvement of the sample group in the study will extend to the completion of an electronic survey which will be sent via email.

3. Показатели, критерии и оценивание в процессе промежуточной аттестации

Форма промежуточной аттестации представляет собой зачет с оценкой, который состоит из двух этапов.

На I этапе обучающийся:

— выполняет академическую презентацию в формате Conference Paper;

— выполняет письменный перевод научного текста по специальности с английского языка на язык обучения. Объем текста – 15 000 печатных знаков.

— выполняет реферирование научного текста по специальности на английском языке. Объем текста – 150 страниц.

— представляет на английском языке проект научного исследования (Research Proposal).

Успешное выполнение вышеперечисленных заданий является условием допуска ко второму этапу.

II этап проводится в виде зачета с оценкой и включает в себя три задания:

— письменный перевод оригинального текста по специальности с английского языка на язык обучения. Объем – 3000 печатных знаков. Время выполнения работы – 45–60 минут,

— просмотровое чтение оригинального текста по специальности. Объем –2000 печатных знаков. Время выполнения –5 минут. Форма проверки – передача извлеченной информации на иностранном языке в формате аннотации,

— беседа с экзаменаторами на иностранном языке по вопросам, связанным со специальностью и научной работой аспиранта.

Перед зачетом с оценкой проводится консультация, на которой преподаватель отвечает на вопросы аспирантов.

В результате промежуточного контроля знаний студенты получают аттестацию по дисциплине.

Таблица 3

Показатели, критерии и оценивание в процессе промежуточной аттестации

Форма промежуточной аттестации/вид промежуточной аттестации	Критерии оценивания	Оценка
Зачет с оценкой / Письменный перевод, просмотровое чтение, беседа	1. Текст переведен полностью (100 % объема) за указанное время, без искажений и неточностей. Адекватность перевода достигается за счет правильного понимания содержания текста на основе знания лексико-грамматических правил, владения основами перевода, правильного понимания синтаксической и стилистической структуры предложения, владения терминологической системы по избранной специальности. Перевод должен соответствовать стандартам русского языка, но допускаются небольшие лексические и стилистические неточности (1-2);	Зачтено, отлично

Форма промежуточной аттестации/вид промежуточной аттестации	Критерии оценивания	Оценка
	2. Экзаменуемый демонстрирует нормативное произношение и беглость речи, умеет придерживаться схемы реферативного изложения содержания предъявленного текста, умеет логически и грамотно передать содержание прочитанного, используя разнообразную лексику и грамматические структуры, владеет навыками обобщения, выделения главного и выражения своего мнения. Возможны отдельные незначительные ошибки, не нарушающие логику изложения; 3. Экзаменуемый дает логически обоснованные развернутые ответы на вопросы экзаменатора, умеет выражать свое мнение, приводить примеры для иллюстрации своего ответа, использует разнообразные синтаксические структуры, владеет правилами грамматики, обладает широким спектром общеразговорной и профессиональной лексики; при ответе возможны отдельные мелкие ошибки, в целом, не нарушающие коммуникацию.	
	1. Текст переведен полностью (100 % объема) за указанное время, перевод выполнен адекватно, экзаменуемый демонстрирует знание синтаксических и лексико-грамматических правил, но допускает неточности лексического (не более 2-1) и/или стилистического (1-2) характера; 2. Экзаменуемый демонстрирует достаточно хорошее произношение, умеет следовать схеме реферативного изложения текста, выделять главное, логически и грамотно передавать содержание прочитанного, но испытывает трудности со структурированием полученной информации (обобщением, выводами, высказыванием собственного мнения). Допускает некоторые грамматические или лексические ошибки, которые не нарушают логику изложения, но влияют на беглость речи; 3. Экзаменуемый дает развернутые ответы не на все вопросы экзаменатора, демонстрируя умение пользоваться разнообразными грамматическими структурами и общеразговорной и профессиональной лексикой в рамках освоенной программы. При этом экзаменуемый не владеет навыками	Зачтено, хорошо

Форма промежуточной аттестации/вид промежуточной аттестации	Критерии оценивания	Оценка
	структурирования своих высказываний, не умеет сопровождать их соответствующими примерами, ссылками и т.д.; при ответе им допускаются ошибки при построении сложных речевые конструкции без нарушения коммуникации в целом.	
	1. Перевод выполнен в указанное время и его объем составляет не менее 75 % объема оригинала, или выполнен в полном объеме (100 %), но при переводе допущены искажения (1-2), неточности (не более 3) в результате грамматических ошибок и выбора лексического значения слов не соответствующего контексту; 2. Экзаменуемый допускает заметные ошибки в произношении, не следует схеме реферативного изложения текста/статьи, но может адекватно передать содержание прочитанного, используя ограниченный запас лексики, и допуская грамматические ошибки, не нарушающие логику изложения; 3. Экзаменуемый дает краткие ответы, испытывает трудности при приведении примеров и высказывании собственного мнения, использует относительно простые лексико-грамматические средства, демонстрирует ограниченный запас лексики, допускает ошибки при использовании лексико-грамматических структур, препятствующих полноценной коммуникации.	Зачтено, удовлетворительно
	1. Текст переведен в указанное время и его объем составляет менее 75 % объема оригинала, или выполнен в полном объеме, но допущены искажения (3 и более), неточности (4 и более) в результате грамматических ошибок и выбора лексического значения слов не соответствующего контексту, а также стилистические неточности (2-3); 2. Экзаменуемый допускает грубые ошибки в произношении, не следует схеме реферативного изложения текста, не может адекватно передать содержание прочитанного, допускает много лексических и грамматических ошибок, нарушающих логику изложения; 3. Экзаменуемый дает неадекватные ответы, демонстрирует непонимание вопросов экзаменатора, использует ограниченный запас слов, допускает	Не зачтено, неудовлетворительно

Форма промежуточной аттестации/вид промежуточной аттестации	Критерии оценивания	Оценка
	большое количество лексических и грамматических ошибок, что приводит к нарушению коммуникации.	

Результаты сдачи промежуточной аттестации по программам аспирантуры оцениваются по стобалльной системе оценки в соответствии с Положением о формах, периодичности и порядке организации и проведения текущего контроля успеваемости и промежуточной аттестации обучающихся в АНООВО «ЕУСПб» следующим образом, согласно таблице 3а.

Таблица 3а

Система оценки знаний обучающихся

Пятибалльная (стандартная) система	Стобалльная система оценки	Бинарная система оценки
5 (отлично)	100-81	зачтено
4 (хорошо)	80-61	
3 (удовлетворительно)	60-41	
2 (неудовлетворительно)	40 и менее	не зачтено

Результаты промежуточного контроля по дисциплине, выраженные в оценках «зачтено, удовлетворительно», «зачтено, хорошо», «зачтено, отлично» показывают уровень сформированности у обучающегося знаний, умений, навыков по результатам обучения по дисциплине по программе аспирантуры 5.6.5. Историография, источниковедение, методы исторического исследования.

Результаты промежуточного контроля по дисциплине, выраженные в оценке «не зачтено, неудовлетворительно», показывают не сформированность у обучающегося знаний, умений, навыков по результатам обучения дисциплине по программе аспирантуры 5.6.5. Историография, источниковедение, методы исторического исследования.

4. Задания к промежуточной аттестации
1. Примерные научные тексты для письменного перевода
Early Modern Era

Historians often refer to the period from the sixteenth through the eighteenth centuries as the early modern era. During these years, several factors were at work that created the conditions of our own time. From a global perspective, perhaps the most noteworthy event of the period was the extension of the maritime trade network throughout the entire populated world. Traders from the Middle East had spearheaded the process with their voyages to East Asia and southern Africa in the first millennium C.E., and the Chinese had followed suit with Zheng's groundbreaking voyages to India and East Africa. Then, at the end of the fifteenth century, a resurgent Europe suddenly exploded onto the world scene when the Portuguese discovered a maritime route to the East and the Spanish opened up European contacts with the peoples in the Western Hemisphere. Although the Europeans were late to the game, they were quick learners, and over the next three centuries they gradually managed to dominate shipping on international trade routes.

Some contemporary historians argue that it was this sudden burst of energy from Europe that created the first truly global economic network. Although it is true that European explorers were responsible for opening up communications with the vast new world of the Americas, other historians note that it was the rise of the Arab empire in the Middle East and the Mongol expansion a few

centuries later that played the greatest role in creating a widespread communications network that enabled goods and ideas to travel from one end of the Eurasian supercontinent to the other.

Whatever the truth of this debate, there are still many reasons for considering the end of the fifteenth century to be a crucial date in world history. In the first place, it marked the end of the long isolation of the Western Hemisphere from the rest of the inhabited world. In so doing, it led to the creation of the first truly global network of ideas and commodities, which would introduce plants, ideas, and (unfortunately) new diseases to all humanity. Second, the period gave birth to a stunning increase in trade and manufacturing that stimulated major economic changes not only in Europe but in other parts of the world as well.

The period from 1500 to 1800, then, was an incubation period for the modern world and the launching pad for an era of Western domination that would reach fruition in the nineteenth century. To understand why the West emerged as the leading force in the world at that time, it is necessary to grasp what factors were at work in Europe and why they were absent in other major civilizations around the globe.

Incomplete Version of History

Ask British people—even educated ones—what they know about British history, and the odds are that you will receive a creditable account of what has happened since 1066—the Norman invasion—and a somewhat sketchier description of life in Saxon and Viking times. The Roman invasion (55 B.C.) may well be recalled, but any knowledge of British life in Celtic times is likely to be restricted to vague references to Boadicea; woad, a blue dye; and Stonehenge. Ask about earlier periods and you will draw a blank. Yet archeologists tell us that Britain has been inhabited (by humans) for approximately 500,000 years, indicating that her people are ignorant of 99.5 percent of the islands' cultural development. Indeed the British seem to organize the study of history (certainly as it is taught in schools) according to a timetable of military activity. The benchmarks are the Roman invasion, 55 B.C.; the Saxon invasion, A.D. 350; Viking incursions, 900; the Norman Conquest, 1066; the Thirty Years War, 1618-1648; the Crimean

War, 1853-1856; the Boer War, 1899-1902; the First World War, 1914-18; and the Second World War, 1939-45. This is not to say that Britons have not made outstanding contributions to human cultural development in the fields of aesthetics, invention, societal organization, and technology, but these contributions do not serve as benchmarks in the same way. If we consider the cultural awareness of other Anglo-Saxon peoples, we find that historical chronology has served to limit their knowledge to even briefer recollections. American history has been well documented since the arrival of the Mayflower, but little is generally known about the Aztec and Inca empires and hundreds of other Native American tribes from their arrival in North America about 12,000 B.C. up to the beginning of the second millennium. Similarly, the 40,000- to 50,000-year dreamtime of the Australian Aborigines is only vaguely recalled by modern Aborigines and white Australian scholars. Westerners devote most of their attention to historical events that have occurred since the birth of Christ, even though the emergence of writing in the Fertile Crescent (Sumeria) in 3000 B.C. provides us with an overview of happenings in Mesopotamia and Egypt for the three millennia before the Christian era. Furthermore, most Western world history books confine themselves largely to European history and take up the history of other peoples only in terms of their contacts with or colonization by Western Europeans.

Culture and Religion

It is often said that of the three most important events in our lives—birth, marriage, and death—we have a choice about only one. If we look at the factors that influence our culture and the way we live, we can make a parallel observation: we have some choice as to religion, we make part of our own history, we can certainly change our environment (Japan, the United States, and Singapore are good examples), and we can even tinker with our geography (Holland), but when it comes to climate, human

influence is, so far at least, minimal. It is often said that we fail to learn the lessons of history—and there are many examples of this—but in the very long run (and we may be talking in millennia), a people will adhere collectively to the set of norms, rules, reactions, and activities that their experience and development have shown to be most beneficial to them. Infants and youth are trained by their parents, teachers, and elders to cling to these rules, which have enabled their culture to survive.

In chapter 1 I mentioned three basic roots of culture: climate, religion, and language. Here I offer a fourth—history—which I will discuss numerous times throughout the rest of the book.

In the modern era, until September 11, 2001, we might have assumed that *religious tenets,* as guides to behavior, *were diminishing in importance* in the face of scientific discovery, the advance of technology, and the globalization of business. It is easy to look back on the Crusades as an anomalous period in medieval history whose fervor and exoticism might appear misplaced over the top—in the twentieth century. In fact the diminution or abatement of the influence of religion on societal behavior is by no means evident. *On the contrary, events in the last half of the century tend to support the opposite argument.* The partition of the Indian subcontinent, the Gulf War, the Israeli-Palestinian conflict, the breakup of Yugoslavia, the hostilities in Bosnia and Kosovo, the killings in Ambon and other parts of Indonesia, the war in Chechnya, the troubles in Ireland, all bear witness to the continuing force and tenacity of religious beliefs. The September 2001 attacks on Manhattan and the Pentagon left us with little doubt that these would occupy front stage in our youthful new century.

Civilization

I am standing on the Pont des Arts in Paris. On one side of the Seine is the harmonious, reasonable facade of the Institute of France, built as a college in about 1670. On the other bank is the Louvre, built continuously from the Middle Ages to the nineteenth century: classical architecture at its most splendid and assured. Just visible upstream is the Cathedral of Notre Dame — not perhaps the most lovable of cathedrals, but the most rigorously intellectual facade in the whole of Gothic art. The houses that line the banks of the river are also a humane and reasonable solution of what town architecture should be, and in front of them, under the trees, are the open bookstalls where generations of students have found intellectual nourishment and generations of amateurs have indulged in the civilised pastime of book collecting. Across this bridge, for the last one hundred and fifty years, students from the art schools of Paris have hurried to the Louvre to study the works of art that it contains, and then back to their studios to talk and dream of doing something worthy of the great tradition. And on this bridge how many pilgrims from America, from Henry James downwards, have paused and breathed in the aroma of a long-established culture, and felt themselves to be at the very centre of civilisation.

What is civilisation? I don't know. I can't define it in abstract terms - yet. But I think I can recognise it when I see it; and I am looking at it now. Ruskin said: 'Great nations write their autobiographies in three manuscripts, the book of their deeds, the book of their words and the book of their art. Not one of these books can be understood unless we read the two others, but of the three the only trustworthy one is the last.' On the whole I think this is true. Writers and politicians may come out with all sorts of edifying sentiments, but they are what is known as declarations of intent. If I had to say which was telling the truth about society, a speech by a Minister of Housing or the actual buildings put up in his time, I should believe the buildings.

But this doesn't mean that the history of civilisation is the history of art - far from it. Great works of art can be produced in barbarous societies - in fact the very narrowness of primitive society gives their ornamental art a peculiar concentration and vitality. At some time in the ninth century one could have looked down the Seine and seen the prow of a Viking ship coming up the river. Looked at today in the British Museum it is a powerful work of art; but to the mother of a family trying to settle down in her little hut, it would have seemed less agreeable - as menacing to her civilisation as the periscope of a nuclear submarine**.**

Man - the Measure of All Things

The men who had made Florence the richest city in Europe, the bankers and wool-merchants, the pious realists, lived in grim defensive houses strong enough to withstand party feuds and popular riots. They don't foreshadow in any way the extraordinary episode in the history of civilisation known as the Renaissance. There seems to be no reason why suddenly out of the dark, narrow streets there arose these light, sunny arcades with their round arches 'running races in their mirth' under their straight cornices.

What had happened? The answer is contained in one sentence by the Greek philosopher Protagoras, 'Man is the measure of all things'. The Pazzi Chapel, built by the great Florentine Brunellesco in about 1430, is in a style that has been called the architecture of humanism. His friend and fellow-architect, Leon Battista Alberti, addressed man in these words: 'To you is given a body more graceful than other animals, to you power of apt and various movements, to you most sharp and delicate senses, to you wit, reason, memory like an immortal god.' Well, it is certainly incorrect to say that we are more graceful than other animals, and we don't feel much like immortal gods at the moment. But in 1400 the Florentines did. There is no better instance of how a burst of civilisation depends on confidence than the Florentine state of mind in the early fifteenth century. For thirty years the fortunes of the republic, which in a material sense had declined, were directed by a group of the most intelligent individuals who have ever been elected to power by a democratic government. From Salutati onwards the Florentine chancellors were scholars, believers in the *studia humanitatis,* in which learning could be used to achieve a happy life, believers in the application of free intelligence to public affairs, and believers, above all, in Florence.

The second and greatest of these humanist chancellors, Leonardo Bruni, compared the civic virtues of republican Florence with those of republican Rome. Later he went even further and compared her to Athens in the age of Pericles. Medieval philosophers, insofar as they thought of their own times in the context of history, were inclined to be gloomy. 'We are dwarfs,' said John of Salisbury, 'standing on the shoulders of giants.' But Bruni saw the Florentine republic as reviving the virtues of Greece and Rome.

При проведении текущей и промежуточной аттестации могут использоваться аутентичные тексты из монографий, научных статей, изучаемых аспирантами в ходе занятий и научных исследований.

2. Примерные научные тексты для просмотрового чтения
The Polis

In the most basic sense, a polis could be defined as a small but autonomous political unit in which all major political, social, and religious activities were carried out at one central location. The polis encompassed a town or city or even village and its surrounding countryside. But each had a central place where the citizens of the polis could assemble for political, social, and religious activities. In some poleis, this central meeting point was a hill, like the Acropolis in Athens, which could serve as a place of refuge during an attack and later at some sites came to be the religious center on which temples and public monuments were erected. Below the acropolis would be an agora, an open space that served both as a market and as a place where citizens could assemble.

Poleis varied greatly in size, from a few square miles to a few hundred square miles. They also varied in population. Athens had a population of about 250,000 by the fifth century B.C.E. But most poleis were much smaller, consisting of only a few hundred to several thousand people.

Although our word politics is derived from the Greek term polis, the polis itself was much more than a political institution. It was a community of citizens in which all political, economic, social, cultural, and religious activities were focused. As a community, the polis consisted of citizens with

political rights (adult males), citizens with no political rights (women and children), and noncitizens (slaves and resident aliens).

The System of Education in the U.S.A.

In the 1970s, measures to protect minorities from discrimination were extended to handicapped children. Because public schools were ill-equipped to handle their special needs, handicapped children used to have to attend expensive private schools. In 1971, federal courts ruled that public schools should take measures to accommodate handicapped children. Aside from the schools' task of socializing and equalizing youngsters of different social, cultural, and economic backgrounds, schools have the obvious task of providing quality instruction. The public's concern for better schools and more learning is increasing as results of standardized tests show a continual decline in students' academic achievement.

The 1983 report, A Nation at Risk, by the National Commission on Excellence in Education asserted: 'The education foundations of our society are presently being eroded by a rising tide of mediocrity." The following statistics of the report bear out this claim:
• 13 percent of all seventeen-year-olds in the United States are functionally illiterate;
• among minority teenagers, the figure may be as high as 40 percent;
• average achievement of high school students on most standardized tests is
lower than in the mid-1950s;
• reading, writing, and math skills are so poor among young people that employers have spent millions of dollars on remedial education and training programs for their employees.

The commission's recommendations for improving student achievement, widely supported by the public, include the following points: 1. Stronger academic curricula, with a back-to-basics emphasis on reading, writing, math, and science; 2. Stricter standards for students, including a heavier homework load and higher grading standards; 3. Higher salaries to attract and keep
talented, well-qualified teachers.

By its democratic standard, America has succeeded in educating the many and has made gains in evening out inequalities. The challenge for American education today is to improve the quality of learning without sacrificing these gains.

What is Humanities Research?

Research in the humanities is frequently misunderstood. When we think of research, what immediately comes to mind for many of us is a laboratory setting, with white-coated scientists hunched over microscopes. Because research in the humanities is often a rather solitary activity, it can be difficult for newcomers to gain a sense of what research looks like within the scope of English Studies.

A common misconception about research is reinforced when we view it solely in terms of the discovery of things previously unknown (such as a new species or an archaeological artifact rather than as a process that includes the reinterpretation or rediscovery of known artifacts (such as texts and other cultural products) from a critical or creative perspective to generate innovative art or new analyses. Fundamental to the concept of research is precisely this creation of something new. In the humanities, this might consist of literary authorship, which creates new knowledge in the form of art, or scholarly research, which adds new knowledge by examining texts and other cultural artifacts in the pursuit of particular lines of scholarly inquiry.

Research is often narrowly construed as an activity that will eventually result in a tangible product aimed at solving a world or social problem. Instead, research has many aims and outcomes and is a discipline-specific process, based upon the methods, conventions, and critical frameworks inherent in particular academic areas. In the humanities, the products of research are predominantly intellectual and intangible, with the results contributing to an academic discipline and also informing other disciplines, a process which often effects individual or social change over time.

Intentional and Unintentional Behavior

There are two schools of thought on whether behavior is intentional or unintentional. The first one, represented here by Gerald Miller and Mark Steinberg, describes communication as the process whereby one person deliberately attempts to convey meaning to another. We intentionally send messages to change or modify the behavior of other people, and therefore we select our words or actions with some degree of consciousness. For Miller and Steinberg, communication is not a random activity that happens by chance, but rather something that is systematic and planned. The planning might be protracted or instantaneous, but in either case it is conscious. The second school of thought proposes that the concept of intentionality is too limiting and fails to account for all the circumstances in which messages are conveyed unintentionally. Scholars who support this approach believe communication takes place whenever people attach meaning to behavior, even if the sender of the message does not expect his or her actions to be communicated. They contend that communication can influence other people whether or not such influence is intended. We would claim that knowing your actions have the potential to convey many messages is important when engaging in intercultural communication. The seemingly innocent acts of showing the soles of your feet to a stranger in Korea or touching a woman you are introduced to in Saudi Arabia could send negative messages that hamper the rest of the encounter.

You now know some of the problems facing anyone who attempts to define communication. We, of course, are not immune to the uncertainties we have just discussed. Nevertheless, we shall take our turn at defining the concept.

The Royal Abbey of St. Denis

The royal Abbey of St. Denis had been famous enough in earlier times, but the part it played in western civilisation was due to the abilities of one extraordinary individual, the Abbot Suger. He was one of the first men of the Middle Ages whom one can think of in modern, I might almost say in transatlantic, terms. His origins were completely obscure and he was extremely small, but his vitality was overwhelming. It extended to everything that he undertook - organisation, building, statesmanship. He was Regent of France for seven years and a great patriot; indeed he seems to have been the first to pronounce those now familiar words: 'The English are destined by moral and natural law to be subjected to the French and not contrariwise.' He loved to talk about himself without any false modesty, and he tells the story of how his builders assured him that beams of the length he needed for a certain roof could never be found because trees just weren't as tall as that. Whereupon he took his carpenters into the forests ('they smiled, 'he says, 'and would have laughed if they had dared'), and in the course of the day he had discovered twelve trees of the necessary size, had them felled and brought back. You see why I used the word transatlantic.

Like several of the pioneers of the new world, for example Van Home, the builder of the Canadian-Pacific Railway, Suger had a passionate love of art. One of the most fascinating documents of the Middle Ages is the account he wrote of the works carried out at St Denis under his administration – the gold altar, the crosses, the precious crystals. Suger's great gold cross was twenty-four feet high; it was studded with jewels and inlaid with enamels made by one of the finest craftsmen of the age, Godfroix de Claire. It was all destroyed in the Revolution.

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3. Примерные вопросы для беседы
Discussing Background Information and Research

1. What Institute / Academy /University did you graduate from?
2. When did you graduate from the Institute?
3. What subjects were you interested in?
4. When did you get interested in research work?
5. What is your field?
6. What is the theme of your future candidate thesis?
7. What problems are you going to study?
8. Are there many important papers on your subject?
9. Why is your research important / topical?
10. What aspects of your research are especially topical?
11. Who is your scientific adviser?
12. Do you often consult him?
13. What does he specialize in?
14. What analysis are you going to carry out?
15. In what way is your paper going to contribute to your practical work?
16. What is the practical significance of your research?
17. What materials are you going to use when working at your paper?
18. Have you started your research yet? How long will it take you to write your thesis?
19. What Institute / Academy /University did you graduate from?
20. When did you graduate from the Institute?
21. What subjects were you interested in?
22. When did you get interested in research work?
23. What is your field?
24. What is the theme of your future candidate thesis?
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32. What analysis are you going to carry out?
33. In what way is your paper going to contribute to your practical work?
34. What is the practical significance of your research?
35. What materials are you going to use when working at your paper?
36. Have you started your research yet? How long will it take you to write your thesis?
37. Background Information and Research
38. What courses in college did you like most? Least? Why?
39. Do you think your extracurricular activities in college were worth the time you spent on them? Why or why not?
40. When did you choose your college major? Did you ever change your major? If so, why?
41. Do you feel you did the best scholastic work you are capable of?
42. Which of your college years was the toughest? Why?
43. Why did you choose your particular field of research?
44. What do you think determines a person's progress in academic environment?
45. What personal characteristics do you feel are necessary for success in your chosen field?
46. Which more important for one's career development: education or training?
47. What professional training / retraining courses have you taken up/ would you like to take up?

48. Do you prefer working with others or by yourself?
49. Have you ever had any difficulty getting along with colleagues or supervisors? With instructors? Other students?
50. Would you prefer to work in a large or a small organization? Why?
51. What was the toughest decision you ever had to make?
52. What are your greatest strengths/weaknesses?
53. Are there any strengths/weaknesses in your education/experience?
54. What are your long term/ short term plans and ambitions?
55. Which is more important to you: status or money?
56. How do you spend your leisure time?
57. Do you believe quality time is important for a person's career development?
58. Do you often read texts in English?
59. What kind of texts do you read?
60. What do you find difficult/exciting about reading texts in English?
61. What motivates people in their careers?
62. Are successful people always motivated?
63. How can people motivate themselves to do something they do not want to?
64. What motivates people in their careers?