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Рабочая программа дисциплины «Иностранный язык», входящая в состав программы подготовки научных и научно-педагогических кадров в аспирантуре научная специальность 5.7.6. Философия науки и техники, утверждена на заседании Ученого совета университета.

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 5.7.6. Философия науки и техники.

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.

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

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

СОДЕРЖАНИЕ

1. ЦЕЛИ И ЗАДАЧИ ОСВОЕНИЯ ДИСЦИПЛИНЫ.....	5
2. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ.....	5
3. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ПРОГРАММЫ АСПИРАНТУРЫ.....	6
4. ОБЪЕМ ДИСЦИПЛИНЫ.....	6
5. СОДЕРЖАНИЕ И СТРУКТУРА ДИСЦИПЛИНЫ.....	6
5.1. Содержание дисциплины	6
5.2. Структура дисциплины	7
6. УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ.....	8
6.1. Общие положения	8
6.2. Рекомендации по распределению учебного времени по видам самостоятельной работы и разделам дисциплины.....	8
6.3. Перечень основных вопросов по изучаемым темам для самостоятельной работы обучающихся	9
6.4. Литература для самостоятельной подготовки и для подготовки к практическим занятиям	9
6.5. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся.....	10
7. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕЙ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ.....	10
7.1. Показатели, критерии и оценивание в процессе текущей аттестации.....	10
7.2. Контрольные задания для текущей аттестации	13
7.3. Показатели, критерии и оценивание в процессе промежуточной аттестации.....	16
7.4. Типовые задания к промежуточной аттестации.....	19
8. ОСНОВНАЯ И ДОПОЛНИТЕЛЬНАЯ ЛИТЕРАТУРА.....	21
8.1. Основная литература:.....	21
8.2. Дополнительная литература:.....	21
9. ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ, ИСПОЛЬЗУЕМЫЕ ПРИ ОСУЩЕСТВЛЕНИИ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА.....	22
9.1. Программное обеспечение	22
9.2. Перечень информационно-справочных систем и профессиональных баз данных информационно-телекоммуникационной сети «Интернет», необходимых для освоения дисциплины:.....	22
9.3. Лицензионные электронные ресурсы библиотеки Университета.....	22
9.4. Электронная информационно-образовательная среда Университета.....	23
10. МАТЕРИАЛЬНО-ТЕХНИЧЕСКАЯ БАЗА, НЕОБХОДИМАЯ ДЛЯ ОСУЩЕСТВЛЕНИЯ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА.....	23
Приложение 1.....	25

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 5.7.6. Философия науки и техники 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 (ПЗ)		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.	<p>Презентация по теме исследования. Выступление на научной конференции</p> <p>Принципы и этапы создания и передачи эффективного послания в академической среде.</p> <p>Структура и этапы академической презентации. Организация и структурирование информации.</p> <p>Особенности структурирования доклада на научной конференции</p> <p>Введение: представление докладчика и темы сообщения. Как заинтересовать аудиторию. Обоснование темы доклада. Представление гипотезы, ожидаемых результатов и структуры доклада. Связь элементов презентации.</p> <p>Структурирование основной части доклада. Понятия и инструменты достижения связности, целостности и соединения фрагментов доклада.</p>

№ п/п	Наименование тем (разделов)	Содержание тем (разделов)
		<p>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.</p> <p>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.</p>
2	Академическая письменная коммуникация.	<p>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.</p>
3	Профессиональная и академическая лексика.	<p>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.</p> <p>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</p> <p>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.</p>

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	ПЗ		
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.	63	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 предложения (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.

Таблица 4

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

Наименование тем (разделов)	Формы текущего контроля успеваемости	Результаты текущего контроля
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	<p>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;</p> <p>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.</p>
Эссе	<p>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%).</p> <p>Не зачтено: Несоблюдение формата эссе. Неадекватное использование профессиональной лексики. Наличие грубых лексико-грамматических, смысловых и стилистических ошибок (40% и более).</p>
Реферирование научного текста	<p>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</p>

Формы текущего контроля успеваемости	Критерии оценивания
	<p>незначительные отклонения от нейтрального тона либо незначительные искажения авторской позиции.</p> <p>Связность и логичность. Изложение связное, структура прозрачная, логика изложения прослеживается. Изложение в целом связное, имеются незначительные недостатки изложения.</p> <p>Языковое оформление (лексика, грамматика, стиль). Лексико-грамматические ошибки отсутствуют, имеются только 1-2 незначительные грамматические и стилистические ошибки.</p> <p>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.</p>
Письменный перевод научного текста	<p>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.</p> <p>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.</p>
Представление научного проекта (Research Proposal)	<p>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</p>

Формы текущего контроля успеваемости	Критерии оценивания
	<p>Не зачтено: Несоблюдение формата представления научного проекта. Research proposal с. 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.</p>

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
 - 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.)

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

Free Will and the Asymmetrical Justifiability of Holding Morally Responsible

One of Susan Wolf's contributions to the free will literature is to highlight the intuition that we must meet a higher standard of justification to blame than to praise (1980). Wolf points out this justificatory asymmetry in the course of arguing for what might be called an ontological asymmetry in the control conditions of praise and blame: on her view, people can be blameworthy only if they had alternative possibilities, but can be praiseworthy even if they did not have alternative possibilities. There has been relatively little discussion of the justificatory asymmetry. Conversations have tended to focus on the claim that there is an ontological asymmetry (a claim which has been further defended by Dana Nelkin (2008, 2009), and the justificatory asymmetry has largely been treated as a side-topic in those conversations. But the claim that there is a justificatory asymmetry is largely independent of the claim that there is an ontological asymmetry, and it has important implications for free will theory even if we do not accept the claim that there is an ontological asymmetry. (In this paper, 'free will' means whatever satisfies the control condition of moral responsibility.) For example, the claim that there is a justificatory asymmetry seems to imply that even if we accept a theory on which the control condition is the same in the contexts of praise and blame, we need better reasons to believe that the condition is satisfied to justify treating someone as blameworthy than we need to justify treating someone as praiseworthy. It also seems to imply that we need better reasons to believe that our theory of free will is true to use it to justify treating someone as blameworthy than to justify treating someone as praiseworthy. This would seem to hold whatever theory of the control condition we endorse, whether it is a metaphysically parsimonious compatibilism or an elaborate libertarianism.

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 Four Noble Truths

As Buddha explained to his followers, he came to understand four fundamental ideas, which are called the four Noble Truths. They are as follows:

1. There is suffering (*duḥkha*).
2. There is the origination of suffering.
3. There is the cessation of suffering.
4. There is a path to the cessation of suffering.

These claims form the basis of Buddhist philosophy, which became one of several early Indian philosophies to reject the authority of the Vedas and the Upaniṣads. If we can understand what the Buddha means by these four claims, we are well on our way to understanding the basics of Buddhist thought.

The first step to understanding the four Noble Truths is to understand what the Buddha means by “suffering.” He is not referring only to the things that shocked him when he ventured out of the palace—death, disease, and physical pain—though these are certainly forms of suffering. He also means to capture despair, frustration, fear, anxiety, lack of control, and a host of other ills. While we would not normally classify all these things as “suffering,” they are all captured by the word *duḥkha*.

The observation that the world contains suffering would hardly seem like a fundamental insight, except perhaps to someone as sheltered as young Siddhārtha. But what the Buddha means is not simply that suffering occurs from time to time; he means that “all is suffering” or “everything suffers.”

Suffering, he claims, is a pervasive and fundamental feature of life. This may seem to go too far in the other direction. If the idea that suffering occurs seems trivial, the idea that “all is suffering” might seem obviously false. Life certainly has its bleak moments, but it also has moments of joy, of pleasure, of pride, and of satisfaction. Do even those moments involve suffering? Yes, says the Buddha, for even when we get what we want, we are constantly at risk of losing it. This threat looms over us, causing anxiety and concern. Furthermore, even for the most powerful among us, whether we get what we want—and how long we keep it—is never entirely under our control. All our plans remain forever hostage to fortune, which is a constant source of unease.

The Buddha’s message is not as pessimistic as the first Noble Truth may make it seem. The second Noble Truth says that suffering has a cause; the third that it has an end; and the fourth that its end has a cause. These three truths point us down a path to the cessation of suffering. If we can understand the cause of suffering, we can discern the cause of its cessation. And if we can bring about that cause, we can bring suffering to an end.

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 аспиранты 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	<p>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);</p> <p>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;</p> <p>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.</p>	Зачтено, отлично (100-81 балл)
	<p>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;</p> <p>2. Экзаменуемый демонстрирует достаточно хорошее произношение, умеет следовать схеме реферативного</p>	Зачтено, хорошо (80-61 балл)

Форма промежуточной аттестации/вид промежуточной аттестации	Критерии оценивания	Оценка
	<p>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;</p> <p>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 речевых конструкций без нарушения коммуникации в целом.</p>	
	<p>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;</p> <p>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;</p> <p>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.</p>	Зачтено, удовлетворительно (60-41 балл)
	<p>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);</p> <p>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;</p> <p>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.</p>	Не зачтено, неудовлетворительно (40 баллов и менее)

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 ба.

Таблица ба

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 5.7.6. Философия науки и техники.

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 5.7.6. Философия науки и техники.

7.4. Типовые задания к промежуточной аттестации

1) Примерный научный текст для письменного перевода

Kant's Copernican Revolution: Mind Making Nature

Kant's answer to the question is complicated, but his conclusion is that a number of synthetic a priori claims, like those from geometry and the natural sciences, are true because of the structure of the mind that knows them. "Every event must have a cause" cannot be proven by experience, but experience is impossible without it because it describes the way the mind must necessarily order its representations. We can understand Kant's argument again by considering his predecessors. According to the Rationalist and Empiricist traditions, the mind is passive either because it finds itself possessing innate, well-formed ideas ready for analysis, or because it receives ideas of objects into a kind of empty theater, or blank slate. Kant's crucial insight here is to argue that experience of a world as we have it is only possible if the mind provides a systematic structuring of its representations. This structuring is below the level of, or logically prior to, the mental representations that the Empiricists and Rationalists analyzed. Their epistemological and metaphysical theories could not adequately explain the sort of judgments or experience we have because they only considered the results of the mind's interaction with the world, not the nature of the mind's contribution. Kant's methodological innovation was to employ what he calls a transcendental argument to prove synthetic a priori claims. Typically, a transcendental argument attempts to prove a conclusion about the necessary structure of knowledge on the basis of an incontrovertible mental act. Kant argues in the Refutation of Material Idealism that the fact that "There are objects that exist in space and time outside of me," which cannot be proven by a priori or a posteriori methods, is a necessary condition of the possibility of being aware of one's own existence. It would not be possible to be aware of myself as existing, he says, without presupposing the existing of something permanent outside of me to distinguish myself from. I am aware of myself as existing. Therefore, there is something permanent outside of me.

This argument is one of many transcendental arguments that Kant gives that focuses on the contribution that the mind itself makes to its experience. These arguments lead Kant to reject the Empiricists' assertion that experience is the source of all our ideas. It must be the mind's structuring, Kant argues, that makes experience possible. If there are features of experience that the mind brings to objects rather than given to the mind by objects, that would explain why they are indispensable to

experience but unsubstantiated in it. And that would explain why we can give a transcendental argument for the necessity of these features. Kant thought that Berkeley and Hume identified at least part of the mind's a priori contribution to experience with the list of claims that they said were unsubstantiated on empirical grounds: "Every event must have a cause," "There are mind-independent objects that persist over time," and "Identical subjects persist over time."

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

Kant's Transcendental Idealism

With Kant's claim that the mind of the knower makes an active contribution to experience of objects before us, we are in a better position to understand transcendental idealism. Kant's arguments are designed to show the limitations of our knowledge. The Rationalists believed that we could possess metaphysical knowledge about God, souls, substance, and so forth; they believed such knowledge was transcendently real. Kant argues, however, that we cannot have knowledge of the realm beyond the empirical. That is, transcendental knowledge is ideal, not real, for minds like ours. Kant identifies two a priori sources of these constraints. The mind has a receptive capacity, or the sensibility, and the mind possesses a conceptual capacity, or the understanding.

In the Transcendental Aesthetic section of the Critique, Kant argues that sensibility is the understanding's means of accessing objects. The reason synthetic a priori judgments are possible in geometry, Kant argues, is that space is an a priori form of sensibility. That is, we can know the claims of geometry with a priori certainty (which we do) only if experiencing objects in space is the necessary mode of our experience. Kant also argues that we cannot experience objects without being able to represent them spatially. It is impossible to grasp an object as an object unless we delineate the region of space it occupies. Without a spatial representation, our sensations are undifferentiated and we cannot ascribe properties to particular objects. Time, Kant argues, is also necessary as a form or condition of our intuitions of objects. The idea of time itself cannot be gathered from experience because succession and simultaneity of objects, the phenomena that would indicate the passage of time, would be impossible to represent if we did not already possess the capacity to represent objects in time.

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 degree did you complete?
3. What was your major?
4. What subjects were you interested in?
5. When did you get interested in research work?
6. What is your field?
7. What is the subject of your candidate /PhD thesis?
8. What issues are you going to address?
9. What is the major objective of your research?
10. What are some specific goals of your research?
11. Are there many important papers / monographs on your subject?
12. What is the theoretical framework of your research?

13. Why is your research important / topical?
14. What aspects of your research are especially topical?
15. How could you comment on the novelty of your subject?
16. Who is your academic supervisor?
17. Do you often consult him?
18. What does he specialize in?
19. In what way is your paper going to contribute to your practical work?
20. What is the practical significance of your research?
21. What do you think are the most challenging issues in your area of research?
22. What courses in college did you like most? Least? Why?
23. Do you feel you did the best scholastic work you are capable of?
24. Why did you choose your particular field of research?
25. What do you think determines a person's progress in academic environment?
26. What personal characteristics do you feel are necessary for success in your chosen field?
27. Which more important for one's career development: education or training?
28. What professional training / retraining courses have you taken up/ would you like to take up?
29. Do you prefer working with others or by yourself?
30. 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. Google Chrome
9. Opera
10. Яндекс. Браузер

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://npood.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. Koob.ru. Электронная библиотека «Куб»: <http://www.koob.ru/philosophy/>
2. Philosophy.ru: <http://www.philosophy.ru>
3. Библиотека Гумер – гуманитарные науки: <http://www.gumer.info>
4. ЕНИП — Электронная библиотека «Научное наследие России»: <http://e-heritage.ru/>
5. Интелрос. Интеллектуальная Россия: <http://www.intelros.ru/>
6. Национальная электронная библиотека НЭБ: <http://www.rusneb.ru>
7. Президентская библиотека: <http://www.prilib.ru>
8. Российская государственная библиотека: <http://www.rsl.ru/>
9. Российская национальная библиотека: <http://www.nlr.ru/poisk/>
10. Философия и атеизм: <http://books.atheism.ru/>
11. Философский словарь: <http://filosof.historic.ru>

9.3. Лицензионные электронные ресурсы библиотеки Университета
Профессиональные базы данных:

Полный перечень доступных обучающимся профессиональных баз данных представлен на официальном сайте Университета <https://eusp.org/library/electronic-resources>, включая следующие базы данных:

1. **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>;

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

3. 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://eusp.org/>]), 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 слабовидящего 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	<p>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;</p>
	<p>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</p>

	<p>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.</p>
Эссе	<p>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%).</p> <p>Не зачтено: Несоблюдение формата эссе. Неадекватное использование профессиональной лексики. Наличие грубых лексико-грамматических, смысловых и стилистических ошибок (40% и более).</p>
Реферирование научного текста	<p>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.</p> <p>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.</p>
Письменный перевод научного текста	<p>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.</p> <p>Не зачтено: Содержательная идентичность текста перевода. Неэквивалентная передача смысла: ошибки представляют собой грубое искажение содержания оригинала.</p>

	<p>Лексические аспекты перевода. Использование эквивалентов менее чем для 30% текста</p> <p>Грамматические аспекты перевода. Использование грамматических эквивалентов менее чем для 30% текста</p> <p>Соблюдение языковых норм и правил языка перевода: стилистическая идентичность текста перевода. Соблюдение языковых норм и правил языка перевода менее чем для 30% текста.</p>
Представление научного проекта (Research Proposal)	<p>Зачтено:</p> <p>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</p> <p>Не зачтено:</p> <p>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.</p>

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 direct quotations 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 thesis 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 unified and coherent piece of writing?
- Is the original source 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	Dutifully	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 What Does Ought Imply?

Knows-knows principles in epistemology (KK principles for short) say that if you know some proposition, then you are in a position to know that you know it. This paper will examine the viability of analogous principles in ethics, which I will call ought-ought principles (OO principles for short).

Here are three reasons to be interested in the project of examining the viability of OO principles. First, there has been a large amount of work done on the structural relationships among first-order moral obligations, for instance, on whether it is possible to have conflicting moral obligations. But there has been comparatively less work done on the relationship between first-order and higher order moral obligations, so this area is ripe for investigation.

Secondly, several epistemologists have recently offered new defences of KK principles and of other related principles. Meanwhile, there has recently been an increased interest in examining analogies between ethics and epistemology. Given these developments, it seems natural to examine whether defences of KK and related principles carry over to OO principles.

Third, the issue of whether there are viable OO principles is relevant to a longstanding debate in ethics. The debate, which is sometimes known as the actualism/possibilism debate, involves cases in which characters are trying to decide whether to take on obligations that they can but won't fulfil. For instance, one such character, Professor Procrastinate, is invited to write a book review; it would be best if he accepts and then writes it, but in fact, if he accepts, he will procrastinate and fail to...

The OO principles I am discussing use the word 'ought' so I will start by clarifying what sense of 'ought' I am interested in. I will be using the all-things-considered objective moral sense of 'ought'.

By this I mean the moral ought that takes all relevant information into account, not merely the information that the subject possesses, and is not overridden by some other moral ought.

The Role of Emotions in Moral Change

There is a distinguished tradition extending from British sentimentalism to contemporary moral psychology of defending resentment as a rational, even healthy, social emotion by connecting it to a sense of wrongdoing and a call to others for acknowledgment. While recognizing the many ways resentments can go awry (Adam Smith notes we get angry ‘even at the stone that hurts us’, this tradition urges that resentment is an essential social emotion, protecting welfare and expressing self-worth in the face of wrongdoing. A central theme recurring over the centuries is that resentment plays a defensive function. The early moralists expressed this through metaphors of battle: Bishop Butler saw resentment as ‘a weapon, put in our hands by nature, against injury, injustice, and cruelty’ (2006: Sermon VIII) and Thomas Reid viewed the passion as ‘a kind of defensive armour, given by our Maker to guard us against injuries and deter the injurious’. Variations on the theme of moral-emotional defence persist today, though the battle metaphors have been largely replaced with cooler language: resentment defends ‘normative expectations’, protects the ‘values of the self’ and upholds ‘relations of accountability’. The defensive theme captures something deep about resentment: in resenting, one refuses to remain merely passive, insisting upon one’s bodily, psychic and normative integrity in the face of its denial. Yet unwavering attention to resentment’s defensive aspect risks overshadowing a second theme, frequently emphasized in feminist theories of emotion, according to which emotional responses like resentment can play a creative role, not only defending an agent’s already held values and norms, but contributing to the development of new ones. This paper seeks to foreground and defend a version of the latter theme, by posing a question concerning its relation to the former: How do the views of resentment as (a) defensive of existing norms and (b) creative of new ones fit together into a unified conception of the emotion?

Kant’s Conception of Experience

Recent commentary on Kant’s views on perceptual experience has been dominated by the split between ‘conceptualist’ and ‘non-conceptualist’ camps. At the core of this debate is a disagreement over the role of the understanding in perceptual experience. In broad terms, non-conceptualists argue that, for Kant, perceptual experience rests on a primitive level of awareness of external objects (identified with what Kant calls ‘intuition’, *Anschauung*), which involves neither concepts nor any synthetic activity by the understanding. Conceptualists reject this: on their view, all cognitive contact with the world of experience (at least for creatures like ourselves, neither gods nor brutes) involves concepts, or at least the understanding.

As we will argue, our approach offers a potentially attractive middle ground between these two positions. On our approach, intuition, considered as a faculty for receiving a spatiotemporally ordered manifold of sensations, may indeed be independent of the understanding. Thus, we are not committed to radical versions of conceptualism, according to which the understanding somehow constitutes sensibility, perhaps by giving it its spatiotemporal form [a view argued for by Longuenesse (1998), and at least implicit in Allison (2004), McDowell (1994, 1998), and Strawson (1958), among others].

To that extent, then, our approach is friendly to non-conceptualist readings of the Critique. But non-conceptualism comes in different flavours. According to commentators such as Allais (2015) and

McLear (2015, 2016), the best way to develop non-conceptualism is to see Kant as a proponent of a naïve realist and anti-representationalist view of experience, of the sort defended by Martin (1998, 2002, 2006), Campbell (2002, 2014), Travis (2004), and Brewer (2011) among others. For reasons that we will explain below, we agree that a naïve realist reading of Kant is attractive.

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.

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 acculturation	of 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

Augustine: Wisdom, Happiness, and God

Augustine takes for granted that philosophy, the pursuit of wisdom, has just one aim: happiness. This was the common assumption in late antiquity, shared by the Epicureans, the Stoics, and the skeptics. Augustine had little interest in nature philosophy and eventually turned away from it as Socrates had done. It could not make one happy.

What does interest Augustine intensely is the soul, for happiness and unhappiness are clearly conditions of the soul. How does Augustine understand happiness? That soul is happy which possesses what it most desires, provided that it most desires what wisdom approves.

Just as it is agreed that we all wish to be happy, so it is agreed that we all wish to be wise, since no one without wisdom is happy. No man is happy except through the highest good, which is to be found and included in that truth which we call wisdom.

You cannot be happy unless you have what you desire; yet having what you desire does not guarantee happiness, for you must desire the right things. Certain things, if they are desired and attained, will produce misery rather than happiness. Augustine knows this from bitter experience.

Moreover, the appropriate objects of desire must be things that cannot be taken away from us against our will, and they must be enduring. If they could be taken away from us, we could not be secure in the enjoyment of them; and if they could fade or disappear on their own, we would fear their prospective loss even if we had them. What makes for happiness must last. These are among the truths that wisdom teaches.

But again, we need to backtrack a bit. For, as we have seen, some philosophers—the skeptics—doubt whether any such truths can be known. Augustine himself had been attracted to skepticism for a time and saw that he had to refute it for anything else to stand firm. So, we must take another logical step backward.

Can the skeptical objections be met? Augustine believes they can be met, and decisively so. Knowledge and certainty are possible; skepticism is mistaken. Truth is available to us, at least to this small extent. And notice what this truth is about: his own existence, his thought, and his feelings. In short, the first thing we know for certain concerns ourselves and, in particular, the soul.

Let us review. We want to be happy, and to find happiness we desire to be wise. Wisdom will tell us what the highest good is. Possession of this good will make us happy. Such a good must be eternal, available to all, and superior to ourselves.

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 Nîmes is a little Greek temple that might have been anywhere in the Greco-Roman world. Nîmes 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 Gard, the aqueduct not far from Nîmes, 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.

Human Nature and its Corruption

What is man? He is a creature of God, like all other creatures. If we look to the biblical story of creation, we are told that God "formed man of dust from the ground, and breathed into his nostrils the breath of life". It seems that human beings are here conceived as material beings— living bodies. Perhaps it is possible to understand the "breath of life" as the creation of an immaterial soul, but this seems strained. The Platonistic tradition, however, is unequivocal: A person is an immaterial soul, who may for a time inhabit a body.

Augustine's thought about human nature is thus pulled in two directions as he tries to reconcile these traditions. In trying to remain true to the biblical tradition, he emphasizes that a human being is a unitary being: one thing. God did not create a soul when he took up the dust of the earth; he created man. But Augustine also believes in the soul and accepts Platonic arguments about its immateriality and its distinctness from the body. But if man is one thing, how can he be composed of two things?

Aristotle solves this problem by considering the soul to be the form of a certain kind of living body; in the thirteenth century Thomas Aquinas will adapt this solution in his Christian Aristotelianism. But Augustine, drawing on the Platonic tradition, cannot take this line. The result is an uneasy compromise. Man is one being, created by God, but he is composed of both body and soul, each a distinct created being.

How, then, are soul and body related to each other? Augustine tries to answer this question in the very definition of a soul.

But if you want a definition of the soul, and so ask me—what is the soul? I have a ready answer. It seems to me to be a special substance, endowed with reason, adapted to rule the body.

So a soul is, by its very nature, suited to “rule the body” by virtue of possessing reason. Clearly, the soul and its powers are superior to the body. This fact is crucial to Augustine’s view of the human predicament—of what stands in the way of our happiness and how we may after all attain it.

We are created by God and so, by nature, are something good. Yet on all sides we find ourselves involved in evil. We are created in the image of God’s justice, yet we act unjustly. We are created for happiness, but we find ourselves miserable. Why? The biblical answer is that we have sinned. This seems precisely the right answer to Augustine. But, again, he wants to understand what that means. Augustine’s analysis of sin and the way to blessedness draws on his own experience.

Confucius

Confucius was born in 552 or 551 B.C. under circumstances that gave no hint of how profoundly he would shape Chinese civilization. Some traditional accounts credit him with royal ancestors in the state of Song, but by the time of his great grandfather, the family had moved to the small state of Lu in what is now eastern China. The family settled near the city of Qufu, where it fell into poverty. Ancient sources say that he grew up impoverished and, as a young man, supported himself with various menial jobs.

Despite such humble beginnings, Confucius acquired a deep knowledge of genteel traditions that were already ancient by the time he was born. These included the rituals and stories of the Zhou dynasty and of the earlier sage kings. According to Confucius, this first stage of his development took fifteen years.

When, upon completing his initial education, he “took his place in society,” Confucius established himself as a person of some repute in his native state of Lu. He became part of a rising social class of scholar-officials known as *shi*, who advised various hereditary rulers during the later Zhou dynasty. Confucius held a government position in Lu at some point, but political chaos there forced him to travel from state to state struggling to find a ruler who would put his ideas into practice. By 484 B.C., having failed to convince any ruler to follow his philosophy, Confucius returned to Lu, where he spent the rest of his days teaching and (according to tradition) editing or compiling books that later became the Confucian classics. His disciples came to call him *Kongzi*, which means “Master Kong.” He died in 479 B.C., a decade before Socrates was born, presumably unaware that his life’s work would transform China forever.

After Confucius died, his students compiled his sayings, along with various anecdotes about him, into a collection known as the *Analects*. One rarely finds in the *Analects* the sort of dialectical or discursive reasoning so common in Greek philosophy. In this respect, the *Analects* resembles Heraclitus’ aphorisms more than it resembles Plato’s dialogues or Aristotle’s treatises. Each passage presents one or more ideas—sometimes clearly, sometimes cryptically—but understanding those ideas and the reasoning behind them requires reading different passages together. Taken together,

the Analects provide the first expression in China of a rational, systematic set of answers to distinctively philosophical questions—in this case, questions about how to live and how to organize society.

The book focuses mainly on being a good person, on the finer points of rituals and etiquette, and on the various social relationships that people occupy. For Confucius these topics lie at the very heart of good government.

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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- 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 аспиранты 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); 2. Экзаменуемый демонстрирует нормативное произношение и беглость речи, умеет придерживаться схемы реферативного изложения содержания предъявленного текста, умеет логически и грамотно передать содержание	Зачтено, отлично (100-81 балл)

Форма промежуточной аттестации/вид промежуточной аттестации	Критерии оценивания	Оценка
	<p>прочитанного, используя разнообразную лексику и грамматические структуры, владеет навыками обобщения, выделения главного и выражения своего мнения. Возможны отдельные незначительные ошибки, не нарушающие логику изложения;</p> <p>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.</p>	
	<p>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;</p> <p>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;</p> <p>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 речевых конструкции без нарушения коммуникации в целом.</p>	Зачтено, хорошо (80-61 балл)
	<p>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;</p> <p>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;</p> <p>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</p>	Зачтено, удовлетворительно (60-41 балл)

Форма промежуточной аттестации/вид промежуточной аттестации	Критерии оценивания	Оценка
	использовании лексико-грамматических структур, препятствующих полноценной коммуникации.	
	<p>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);</p> <p>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;</p> <p>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.</p>	Не зачтено, неудовлетворительно (40 баллов и менее)

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 5.7.6. Философия науки и техники.

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 5.7.6. Философия науки и техники.

4. Задания к промежуточной аттестации

1. Примерные научные тексты для письменного перевода

Linguistic Analysis and Ordinary Language

One of the major interests in twentieth-century Western philosophy is language. At first glance, this may seem puzzling, but a second look suggests that it is not so surprising. Our scientific theories, our religious and philosophical views, and our commonsense understandings are all

expressed in language. Whenever we try to communicate with someone about a matter of any importance, it is language that carries the freight. What if there were something misleading about the language in which we think? What if it sets traps for us, catapults us into errors without our even realizing it? Perhaps we ought not to trust it at all.

Actually, this suspicion is a sort of subtext running through modern philosophy, but in the twentieth century this attention to language becomes a major preoccupation of philosophers. The interest in language has been so dominant that some speak of “the linguistic turn” in philosophy.

In this chapter we examine two phases of this interest in language. These two phases are often called analytic philosophy and ordinary language philosophy. Both are complex movements involving many thinkers, and one could get a taste of these styles of doing philosophy in a number of ways. We have chosen to focus on one remarkable thinker, Ludwig Wittgenstein (1889–1951), whom many would cite as one of the greatest philosophers of the twentieth century. Surprisingly, he can stand as an emblem for both phases because Wittgenstein changes his mind. As we follow his severe critique of his own earlier analytic thought, we can see how attention to language in its ordinary employment tends to supplant the earlier attraction of an ideal language. Wittgenstein is also interesting because he is not just interested in language; his passionate concern from first to last is: How shall we live? But first we need a little background.

To understand analytic philosophy, we need to know at least a bit about modern logic. It is a tool of very great power, incredibly magnified in our day by the speed and storage capacities of the digital computer. Every college and university now teaches this “formal,” or “symbolic,” logic, which was developed in the period near the beginning of the twentieth century by Gottlob Frege, Bertrand Russell, Alfred North Whitehead, and others.

The power of the new logic derives from abstracting completely from the meaning or semantic content of assertions. It is a formal logic in just this sense: The rules governing transformations from one symbolic formula to another make reference only to the syntactical structures of the formulas in question and not at all to their meaning. Aristotle’s logic of the syllogism, of course, is formal in this same sense. But the new logic provides a symbolism for the internal structure of sentences that is enormously more powerful than Aristotle’s.

Martin Heidegger

Martin Heidegger was born in the southern German village of Messkirch, near the Swiss border, in 1889. He seldom went far from that area. He felt close to the earth and treasured the fields and woods among which he lived. As a youth, he considered studying for the priesthood but turned instead toward philosophy, which he took to be devoted to more fundamental matters. In his adult life he was a professor, mainly at Freiburg, not far from where he was born.

Heidegger lived through both world wars and for a time in the 1930s supported the Nazi Party. This disreputable episode has been the occasion for much debate: Was it, or was it not, essentially connected to his philosophy? Opinion is divided. Although Heidegger was not in all respects an admirable person, he is nevertheless a philosopher of great power. He died in 1976.

The difficulty of his writing is legendary. Heidegger’s aim is to try to say things that our tradition—the great conversation since Plato—has made it hard to say. Heidegger thinks the tradition has “hidden” precisely what he is most interested in, so he devises new terms to express what he wants to say. Often these inventions have Greek etymological roots. Sometimes they are ordinary words put together in extraordinary ways or given extraordinary meanings. The difficulty is compounded

because translators do not always agree on the best English rendering of a German term, so the same term may be translated several ways.

In 1927, Heidegger published a book called *Being and Time*. The work Heidegger projected was in two parts, and *Being and Time* constituted just two-thirds of the first part. The rest was never published. Why? Apparently, he came to believe that the edifice for which *Being and Time* was to provide a foundation could not be built on that foundation. Consequently, there was a “turn” in his thinking, so that (as with Wittgenstein) we can speak of the early and the late philosophy. Heidegger’s thought after this “turn” is important, but notoriously difficult. Here we will restrict ourselves to his early thought, examining the influential themes in *Being and Time*. Heidegger’s thought has from the beginning a remarkable single-mindedness. There is one question, and only one, to which all his intellectual effort is directed. Heidegger calls it the question of the meaning of Being. How to understand this question is itself a question. The concern it expresses will become richer and clearer as we explore his philosophy, but we should now address it in a preliminary way. How could we make any progress in answering this question about the meaning of Being?

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.

Nietzsche: Pessimism and Tragedy

Appropriately enough for a classically trained philologist, Nietzsche's first book, *The Birth of Tragedy*, is about the Greeks. Both its style and its content were shocking to his scholarly colleagues. It is not a dry historical treatise filled with footnotes and Greek quotations; it is a passionately argued account of how tragedy allowed an ancient people to solve the problem of "the value of existence", together with a plea for the relevance of that solution today. Nietzsche challenges the received view of the Greeks, that everything they did expressed a noble simplicity and grandeur, a calm and measured naivete, a spirit in which everything was harmonious and beautiful. Though this spirit fits Greek statues and temples, Nietzsche argues that it doesn't fit tragedy—in particular, it doesn't fit what we know of the origins of tragedy.

What is the problem that tragedy is supposed to solve? The problem is pessimism. Contrary to the accepted view of Greek cheerfulness, Nietzsche believes that the Greeks looked into the abyss of human suffering without blinking, that they experienced the terrors and misery of life—and they did not look away. All things considered, said Greek folk wisdom, Silenus is right; the best of all is not to be. And yet the Greeks found a way to live, to affirm life, even to rejoice in life. How did they do that? Nietzsche finds the key to this puzzle in their art, especially in their tragedies.

The first thing to note is that the tragedies were performed at religious festivals. Attending these performances was serious business, more like going to a papal mass than taking in the latest hit

movie. The second thing to note is that prizes were given for the best plays at each festival, so playwrights were continually challenged to excel. But most important, the tragedies unite two opposing powers in human life. Nietzsche designates these powers with the names of two Greek gods, Apollo and Dionysus; each is the patron of a certain kind of art.

Apollo is the god of order and measure, the god of reason and restraint and calm composure. It is the spirit of Apollo that reigns supreme in the harmonious sculptures on the Parthenon, where each individual being reaches a divine perfection without denying the perfection of any other. This spirit also pervades Homer's portrayal of Olympus and its radiant gods. Zeus, Hera, Athena, Poseidon, and the rest are a magnificent dream of the human spirit.

In this way, Nietzsche accounts for the epic, for the glories of Homer's Iliad and Odyssey. But tragedy is something else. In tragedy, the suffering in human life is not "veiled and removed from view"; it is presented, explored, and given weight. Tragedy shows us the terror.

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

Justified Group Belief

Groups are often said to believe things. For instance, we talk about PETA believing that factory farms should be abolished, the Catholic Church believing that the Pope is infallible, and the United States government believing that people have the right to free speech. Some of these beliefs amount to knowledge while others do not, with epistemic justification being one of the central features distinguishing these two categories. But how should we understand a group's justifiedly believing that?

The importance of this question is clear, both theoretically and practically. If we do not understand the justification of group beliefs, then we cannot make sense of our widespread epistemic attributions to collective entities — of evidence that they have, or should have, and of propositions that they know, or should have known. Moreover, the justificatory status of such beliefs matters a great deal to whether groups are morally and legally responsible for certain actions and, accordingly, the extent to which they ought to be held accountable. For instance, if the Bush Administration justifiedly believed that Iraq did not have weapons of mass destruction, then not only did the administration lie to the public in saying that it did, but it is also fully culpable for the hundreds of thousands of lives needlessly lost in the Iraq war.

Despite this, the topic of group justification has received surprisingly little attention in the literature, with the few who have addressed it falling into one of two camps. On the one hand, there are those who favor an inflationary approach, where groups are treated as entities that can float freely from the epistemic status of their members' beliefs. For these theorists, the justificatory status of group belief involves only actions that take place at the group level, such as the joint acceptance of reasons. On the other hand, there are those who endorse a deflationary approach, where justified group belief is understood as nothing more than the aggregation of the justified beliefs of the group's members.

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).

Kant's Formula of Universal Law

Kant's Formula of Universal Law (FUL) is widely considered to be incapable of showing that killing others for the sake of one's convenience is absolutely impermissible. Understandably, the FUL's alleged implication that convenience killing is sometimes permissible is taken to undercut its standing as a moral principle. Moreover, it seems to be markedly at odds with the main tenets of Kant's moral theory, his own discussions of the prohibition on murder, and the results one seems to get when applying the Formula of Humanity.

The charge that the FUL mishandles maxims of 'murder and mayhem' (Herman 1993) has had a significant impact on contemporary Kantian ethics. It has contributed to a tendency to de-emphasize the FUL, and even those who defend the formula admit that the problem cannot fully be solved (Korsgaard 1996: 97–101), or at least not without taking recourse to principles extraneous to the FUL itself (Nyholm 2015: 63; Reath 2006: 217, 230n.49; see Section II). It is no exaggeration, therefore, to say that the FUL's treatment of convenience killing (and other maxims of murder and mayhem) is one of the main problems facing this central principle of Kant's ethics, if not the main problem.

The reason the problem is deemed so serious is that there is no easy fix, because it is tied to a core feature of Kant's account of the test associated with the FUL, namely the fact that there are two ways in which a maxim can generate a contradiction. The maxim of convenience killing seems to generate the wrong kind of contradiction for showing convenience killing to be absolutely impermissible. The maxim does not lead to what is commonly called a 'contradiction in conception', but only to a 'contradiction in the will'. This result is thought to imply that we may sometimes kill for the sake of convenience, because contradictions in the will are associated with violations of 'imperfect' duties, and imperfect duties permit the agent a certain latitude. I call this problem the Latitude Problem.

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. 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?
25. What problems are you going to study?
26. Are there many important papers on your subject?
27. Why is your research important / topical?
28. What aspects of your research are especially topical?
29. Who is your scientific adviser?
30. Do you often consult him?
31. What does he specialize in?
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?