

## **READING 2**

### **Assessment specifications**

**Reading Log for Semester 3**, During each semester students must fulfil several tasks based on their reading over the semester as a part of continuous assessment.

**Choose one from the given options:**

**Reading Log 1 Critical review of an extract from a novel (September)**

For this entry you will have to read extracts from a novel or short story (50-100 pages minimum in length) and write a critical review. Include the following points:

- ◆ Title and author of the novel
- ◆ Brief summary of the novel
- ◆ Reflection on the novel
- ◆ Critical analysis of the novel

**Reading Log 2 Critical review of professional article (October)**

For this entry you will have to read and write a critical review of a professional article. You can take professional articles from magazines in print (for example, English Teaching Professional, Modern English Teacher) or on-line (e.g. [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)). In your review include the following points:

- ◆ Title, author, magazine, date of issue or URL and date accessed
- ◆ Brief summary of the article
- ◆ Critical comments on the article

**Reading Log 3 Critical response to websites or blogs (December)**

For this entry you will have to read an article or text on a website or internet blog on language learning and teaching. Write a direct response to the author of the websites or blogs. You can take articles and texts from on-line sources (e.g. [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk), [www.online-literature.com/](http://www.online-literature.com/)). In your response include the following points:

- ◆ Name of the addressee and the addresser and the date of issue
- ◆ Points you agree or disagree with the author
- ◆ Your own point of view on the article
- ◆ Points for the author to consider

### **Reading test specifications:**

#### **Continuous Assessment**

There are three options for reading log for the semester 3. Each reading log based on critical review or response to various new texts. Texts should be from professional, popular scientific, and internet sources.

#### **Mid-course Assessment (November and March)**

There is one reading test for mid-course assessment. The mid-course reading test is based on three different new texts. Texts should be from professional and popular scientific sources. Each text in the reading test has a number of various tasks attached to it. Tasks in the mid-course reading test focuses on reading strategies taught during the course. The tasks could be also reading and summarising, reading and agreeing/disagreeing.

Time for the mid-course reading test is 80 minutes.

## Final Assessment

There is one test for final assessment. The reading test is based on three different new texts. Texts should be from professional and popular scientific sources. Each text in the reading test has a number of tasks. Tasks in the reading test focus on reading strategies taught during the course. The tasks could be also reading and summarising, reading and agreeing/disagreeing.

Time for each reading test is 80 minutes.

## Reading Log for Semester 4

During each semester students must fulfil several tasks based on their reading over the semester as a part of continuous assessment.

**Choose one from the given options:**

### Reading Log 1 **Critical review of popular science article (February)**

For this entry you will have to read 1 popular science article and write a critical review for the article. You can take professional articles from magazines in print (for example, English Teaching professional, Modern English Teacher) or on-line (e.g. [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)). In your review include the following points:

- ◆ Title, author, magazine, date of issue or URL and date accessed
- ◆ Brief summary of the article
- ◆ Critical comments on the article

### Reading Log 2 **Critical response to an on-line article or blog (April)**

For this entry you will have to read an article or text on a website or internet blog on language learning and teaching. Write a direct response to the author of the articles or blogs. You can take articles and texts from on-line sources (e.g. [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk), [www.online-literature.com/](http://www.online-literature.com/)). In your response include the following points:

- ◆ Name of the addressee and the addresser and the date of issue
- ◆ Points you agree or disagree with the author
- ◆ Your own point of view on the article
- ◆ Points for the author to consider

### Reading Log 3 **Reflection on the reading skills that I have developed (May)**

For this entry you will have to write a reflective paragraph of not less than 120 words. Reflect on the reading skills that you have developed during the Reading course over the semester. The following might guide you:

- ◆ reading problems that you have overcome (refer to course description)
- ◆ variety of strategies you started using to achieve comprehension (refer to course description)
- ◆ benefits to you of regular reading
- ◆ action planning for further independent reading

**Criteria for critical review of a novel extract: 30 points**

	<b>Beginning 5-below</b>	<b>Developing 6-7</b>	<b>Accomplished 8-9</b>	<b>Advanced 10</b>
<b>Brief Summary of the Plot</b>	Provides a vague or incomplete summary of the plot with minimal details and miss key points. Lacks coherence and organization. Shows little understanding of the storyline.	Provides a basic summary of the plot with some key points identified. The summary is somewhat coherent but may lack clarity in connecting major events. Shows limited understanding of the storyline.	Provides a clear and detailed summary of the plot with most key points correctly identified. The summary is well-organized and coherent, demonstrating a good understanding of the storyline.	Provides a comprehensive and insightful summary of the plot with all key points accurately identified. The summary is exceptionally well-structured and coherent, showcasing a deep understanding of the storyline.
<b>Reasons for Enjoying or Disliking the Novel</b>	Gives vague reasons for liking or disliking the novel. Lacks depth and insight into personal preferences. Recommendations are unclear and lack supporting details.	Provides basic reasons for liking or disliking the novel. Some insights into personal preferences are shared, but they are not well-developed. Recommendations lack specificity.	Offers clear and detailed reasons for both enjoying or disliking the novel. Shows a good understanding of personal preferences and provides adequate support for the opinions given. Recommendations are specific and relevant.	Provides profound and compelling reasons for both enjoying and disliking the novel. Demonstrates a deep understanding of personal preferences and provides strong, well-supported arguments. Recommendations are insightful, detailed, and tailored to the target reader.
<b>Recommendation for Another Reader</b>	The recommendation is generic and lacks personalization. Does not consider the interests or preferences of	Provides a basic recommendation without much personalization. Considers some general interests of the target reader but lacks specific details or	Offers a personalized recommendation with clear reasons why the novel would appeal to the target reader. Considers the	Provides a highly personalized and insightful recommendation for the target reader. Presents compelling reasons why the novel would

	the target reader. Little relevance to potential readers.	tailored suggestions.	reader's interests and preferences, providing some tailored suggestions.	resonate with the reader, offering detailed and tailored suggestions based on the reader's interests.
--	---	-----------------------	--	---

**Criteria for critical review on professional and science articles: 30 points**

	<b>Beginning 5-below</b>	<b>Developing 6-7</b>	<b>Accomplished 8-9</b>	<b>Advanced 10</b>
<b>Brief Summary of the Article</b>	Provides a limited summary of the article that lacks key details and main points. Summary is inaccurate.	Provides a basic summary of the article with some key details and main points, but may lack coherence and depth.	Provides a well-developed summary of the article, including key details and main points in a clear and organized manner.	Provides a comprehensive and insightful summary of the article, capturing all key details and main points effectively.
<b>Detecting Author's Point of View/Attitude</b>	Struggles to identify the author's point of view or attitude, with little to no supporting evidence from the text.	Partially identifies the author's point of view/attitude towards the subject with limited evidence from the text.	Successfully identifies the author's point of view/attitude towards the subject with clear evidence and examples from the text.	Thoroughly analyzes and interprets the author's point of view/attitude towards the subject with comprehensive evidence and insight from the text.
<b>Giving Own Opinion with Reasons</b>	Offers a superficial opinion about the article without substantial reasons or personal insights.	Presents a basic opinion about the article with some reasons provided, but lacks depth and critical analysis.	Presents a well-supported opinion about the article with clear reasons and personal insights demonstrating understanding.	Presents a sophisticated and critical opinion about the article with strong reasons, personal insights, and reflection on the learning impact.

**Criteria for critical response to websites or internet blogs: 30 points**

	<b>Beginning 5-below</b>	<b>Developing 6-7</b>	<b>Accomplished 8-9</b>	<b>Advanced 10</b>
<b>Understanding of the Text</b>	Limited evidence of understanding of the text.	Basic evidence present but lacks depth and detail.	Solid understanding demonstrated with clear evidence and examples.	Sophisticated understanding shown with nuanced analysis and relevant textual references.
<b>Detecting Author's Point of View</b>	Difficulty in identifying the author's point of view and attitude.	Can identify the author's point of view with some support from the text.	Able to accurately detect author's point of view with textual evidence.	Shows exceptional skill in deciphering author's point of view with in-depth textual analysis.
<b>Expressing Own Opinion with Reasons</b>	Struggles to give own opinion with coherent reasons or lacks depth.	Presents own opinion with some reasons provided.	Effectively articulates own opinion with clear and logical reasons.	Provides a well-reasoned opinion with insightful analysis and constructive suggestions for the author.

**Criteria for reflection on the reading skills of students: 40 points**

	<b>Beginning 5-below</b>	<b>Developing 6-7</b>	<b>Accomplished 8-9</b>	<b>Advanced 10</b>
Reflection on reading skills and strategies	Limited reflection on reading skills and strategies developed during the course. Minimal recognition of problems encountered in reading. Benefits from readings are vaguely stated. Action plan for further development lacks realism or detail.	Partial reflection on reading skills and strategies developed during the course. Some problems encountered in reading are identified. Benefits from readings are mentioned but not thoroughly explored. Action plan for further development is somewhat	Substantial reflection on reading skills and strategies developed during the course. Challenges encountered in reading are clearly identified and discussed. Benefits from readings are clearly stated and supported with examples. Action plan for further	Comprehensive reflection on reading skills and strategies developed during the course. Thorough examination of problems encountered in reading with insight. Benefits from readings are eloquently articulated with deep analysis. Action plan for

		realistic with basic details.	development is realistic and detailed.	further development is highly realistic, detailed, and strategic.
Identification of reading problems	Struggles to detect problems in reading that students encountered during the course. Identifies only surface-level issues in reading. Lacks depth in understanding the root causes of reading problems.	Able to detect some problems in reading that students encountered during the course. Identifies a few key issues impacting reading. Shows some understanding of underlying reasons for reading challenges.	Effectively detects most problems in reading that students encountered during the course. Identifies a range of issues affecting reading comprehension. Demonstrates a good grasp of the root causes of reading problems.	Proficiently detects all problems in reading that students encountered during the course. Identifies a comprehensive set of issues contributing to reading difficulties. Shows a deep understanding of the complex underlying reasons for reading challenges.
Benefits from class and self-study readings	Unclear or minimal statement of benefits from class and self-study readings. Benefits are vaguely mentioned without support or examples. Lacks insight into the impact of readings on learning.	Some benefits from class and self-study readings are mentioned. Benefits are outlined without detailed explanations. Provides basic reasoning for the positive impact of readings.	Clearly states benefits from class and self-study readings. Benefits are supported with examples and explanations. Demonstrates a good understanding of how readings have contributed to knowledge and skills.	Thoroughly articulates and analyzes benefits from class and self-study readings. Benefits are deeply explored with insightful reflections. Shows a profound understanding of the transformative impact of readings on learning and personal growth.
Action plan for further development	Action plan for further development lacks specificity and realism. Vague ideas for improvement without clear steps or timeline.	Action plan for further development includes some specifics but lacks depth. Provides basic steps for improvement	Action plan for further development is detailed and somewhat realistic. Includes specific steps for improvement with a basic timeline.	Comprehensive action plan for further development is highly detailed and realistic. Provides specific and strategic steps for improvement

	Offers generic strategies without personalization or relevance.	with limited detail. Offers general strategies for enhancing reading skills.	Offers personalized strategies for enhancing reading skills.	with a clear timeline. Offers well-thought-out and personalized strategies tailored to individual reading needs.
--	---	--	--	--

Please note that although your writing skills will not be evaluated for the purposes of this course, you should try to express your ideas clearly in English.

## **Writing 2 Assessment specifications**

### **Course Overview:**

Writing Course 2 is designed to further develop students' ability to compose structured, coherent, and persuasive texts. The course focuses on writing techniques, academic writing conventions, argument development, critical analysis, and revision skills.

### **Objectives:**

By the end of the course, students should be able to:

1. Write coherent and well-structured essays in various formats (e.g., argumentative, analytical, reflective).
2. Develop and support a central thesis with relevant evidence and logical reasoning.
3. Apply advanced grammar, syntax, and style appropriate to academic writing.
4. Critically analyze and respond to texts, integrating quotations and references correctly.
5. Revise and edit their work for clarity, coherence, and academic standards.

### **Continuous assessment (November)**

Assessment Components (optional):

#### 1. Essay 1: Cause and effect essay

- Length: 250 words
- Objective: Students will analyze a given text, focusing on the author's use of language, argumentation, and rhetorical techniques.
- Criteria:
  - Depth of analysis and understanding of the text
  - Clarity and coherence
  - Appropriate use of quotes and references
  - Grammatical accuracy and academic style

	<b>Beginning 5-below</b>	<b>Developing 6-7</b>	<b>Accomplished 8-9</b>	<b>Advanced 10</b>
--	------------------------------	---------------------------	-----------------------------	------------------------

<p>Understanding of Cause and Effect</p>	<p>Shows a very limited understanding of cause and effect relationships. Fails to identify or explain causal connections in the essay. Lacks depth and coherence in discussing causes and effects. Demonstrates a fundamental misunderstanding of the topic.</p>	<p>Demonstrates some understanding of cause and effect relationships. Identifies basic causal connections in the essay but lacks clarity or depth. Offers limited explanations of causes and effects. Shows inconsistencies in connecting ideas.</p>	<p>Displays a solid understanding of cause and effect relationships. Clearly identifies and explains causal connections in the essay. Provides adequate explanations of causes and effects with some depth. Demonstrates coherence in discussing relationships.</p>	<p>Exhibits a sophisticated understanding of cause and effect relationships. Skillfully identifies and explains complex causal connections in the essay. Offers insightful and detailed explanations of causes and effects with depth and sophistication. Shows exceptional coherence and clarity in discussing relationships.</p>
<p>Analysis and Argumentation</p>	<p>Lacks analysis and argumentation in discussing cause and effect relationships. Presents simplistic or unsupported claims. Fails to provide evidence or reasoning to support arguments. Demonstrates little to no critical thinking.</p>	<p>Demonstrates some analysis and argumentation in discussing cause and effect relationships. Presents basic claims with limited evidence. Attempts to provide some reasoning but lacks consistency. Shows minimal critical thinking skills.</p>	<p>Shows proficient analysis and argumentation in discussing cause and effect relationships. Presents clear and relevant claims supported by evidence. Provides sound reasoning to support arguments with coherence. Demonstrates good critical thinking skills.</p>	<p>Displays advanced analysis and argumentation in discussing cause and effect relationships. Presents complex and well-supported claims with strong evidence. Provides compelling reasoning that is coherent and well-developed. Demonstrates</p>



				exceptional critical thinking skills.
Organization and Structure	Organization and structure are unclear and confusing. Lacks a clear introduction, body, and conclusion. Ideas are disorganized and difficult to follow. Fails to use appropriate transitions.	Organization and structure are somewhat clear but may lack consistency. Includes a basic introduction, body, and conclusion. Ideas are somewhat organized but with some lapses. Uses transitions somewhat effectively.	Demonstrates good organization and structure. Includes a well-defined introduction, body, and conclusion. Ideas are logically organized with smooth transitions between paragraphs. Maintains consistency in structure.	Exhibits excellent organization and structure. Employs a compelling introduction, body, and conclusion. Ideas flow logically and cohesively with seamless transitions. Demonstrates a sophisticated and effective structural arrangement.

## 2. Essay 2: Persuasive Essay

- Length: 250 words
- Objective: Students will choose a contemporary issue and write a persuasive essay defending a specific position with evidence and reasoning.

Grading Rubric:

	<b>Beginning 5-below</b>	<b>Developing 6-7</b>	<b>Accomplished 8-9</b>	<b>Advanced 10</b>
<b>Strength and clarity of thesis statement</b>	Thesis statement is unclear, weak, or missing. Lacks a clear argument or direction.	Thesis statement is somewhat clear but lacks strength or focus. Argument is vague.	Thesis statement is clear and presents a focused argument. It is strong but may need further development.	Thesis statement is strong, clear, and precise. It presents a compelling argument that guides the entire essay effectively.
<b>Logical structure of the argument</b>	Argument lacks logical progression or	Argument has some logical progression but	Argument is logically structured with a	Argument is exceptionally well-structured

	coherence. Ideas are disjointed and lack organization.	may be inconsistent or unclear in parts. Organization needs improvement.	clear progression of ideas. Transitions are mostly smooth.	with a clear and coherent flow of ideas. Transitions are seamless and enhance readability.
<b>Quality and relevance of supporting evidence</b>	Supporting evidence is lacking, irrelevant, or inaccurate. Does not effectively back up the claims made.	Some supporting evidence is present but may be weak or not highly relevant to the thesis. More evidence needed.	Supporting evidence is relevant and generally supports the arguments. Could benefit from additional depth or variety.	Supporting evidence is strong, relevant, and effectively supports and enhances the arguments presented.
<b>Counter-argument consideration and refutation</b>	Counter-arguments are not considered or acknowledged. Refutation is absent or ineffective.	Counter-arguments are mentioned but not fully developed or effectively refuted. Limited acknowledgment.	Counter-arguments are presented and addressed with some effectiveness. Refutation is logical but may lack depth.	Counter-arguments are thoroughly considered, addressed, and effectively refuted. Enhances the overall persuasiveness of the essay.
<b>Precision in language, grammar, and style</b>	Language use is imprecise, unclear, or contains significant grammar and style errors that hinder comprehension.	Language is somewhat precise but may lack consistency or sophistication. Some grammar and style errors present.	Language is precise and clear, demonstrating a good command of grammar and style. Minor errors may be present.	Language is highly precise, sophisticated, and engaging. Demonstrates mastery of grammar and style with virtually no errors.

**Submission and Deadline Policy:**

- All assignments should be submitted through the course on the due date.
- Late submissions will incur a penalty of 5% per day unless an extension has been granted.
- Plagiarism will result in a grade of zero for the assignment and may lead to further disciplinary action. All papers will be checked using plagiarism detection software.

**Feedback and Revision:**

- Students will receive detailed feedback on each assignment within two weeks of submission.
- Opportunities for revision and re-submission will be available.

<b>Grades</b>	<b>Percentages</b>
<b>5</b>	<b>90-100%</b>
<b>4</b>	<b>89,9-70%</b>
<b>3</b>	<b>69,9-60%</b>
<b>2</b>	<b>59,9 and lower</b>