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МИНОБРНАУКИ РОССИИ

Юго-Западный государственный университет

УТВЕРЖДАЮ:

Заведующий кафедрой

теоретической и прикладной

лингвистики



Н.И. Степыкин

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ОЦЕНОЧНЫЕ СРЕДСТВА

для текущего контроля успеваемости

и промежуточной аттестации обучающихся

по дисциплине

Практический курс иностранного языка

42.04.02 Журналистика

1 ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ

1.1 КОМПЕТЕНТНОСТНО-ОРИЕНТИРОВАННЫЕ ЗАДАЧИ

Компетентностно-ориентированная задача № 1

Comment on the statement: Expertise is a key element in credibility. The other two elements are sincerity and charisma.

Компетентностно-ориентированная задача № 2

Comment on the statement: The objective in all communication should be not to create understanding but to prevent misunderstanding.

Компетентностно-ориентированная задача № 3

Comment on the statement: Youthful” is a favourable word, but “juvenile” has negative connotations.

Компетентностно-ориентированная задача № 4

Comment on the statement: Sincerity is an important component in celebrity endorsements.

Компетентностно-ориентированная задача № 5

Comment on the statement: The more you can segment various audiences, the more you can tailor your message to specific group attitudes.

Компетентностно-ориентированная задача № 6

Comment on the statement: A message must be compatible with group values and beliefs.

Компетентностно-ориентированная задача № 7

Comment on the statement: Consequently, most writers are realistic enough to have the limited objectives of message exposure and accurate dissemination of the message.

Компетентностно-ориентированная задача № 8

Comment on the statement: Opinion leaders are important for the communication process. They pass on information to their followers and influence the acceptance or rejection of a message.

Компетентностно-ориентированная задача № 9

Comment on the statement: People adopt new ideas in a five-stage diffusion process – awareness, interest, trial, evaluation and adoption.

Компетентностно-ориентированная задача № 10

Comment on the statement: According to Abraham Maslow, people have a hierarchy of needs – physiological, safety, social, ego and self-fulfillment needs.

Компетентностно-ориентированная задача № 11

Team work

A team leader makes up a plan of panel discussion on a new educational paradigm meant to render education more liberal and make it meet more practical needs. Start with pros and cons of general (liberal) education. Each team player is assigned a task and at the Panel discussion initiates discussing his / her point, relying on visual aids support.

Компетентностно-ориентированная задача № 12

Team work

Undergraduate students on the international internet forum are discussing job opportunities for young people

Компетентностно-ориентированная задача № 13

Team work

Guests at a public event which is widely broadcast argue for better promotion opportunities for single mothers

Компетентностно-ориентированная задача № 14

Team work

UNICEF session: concerns raised and pros and cons voiced about the controversial demographic situation in most European countries due to the increased number of misalliances

Компетентностно-ориентированная задача № 15

Team work

Parents and relatives suggesting arguments after their 20-year-old daughter announced her plans to marry a man in his 50s

Компетентностно-ориентированная задача № 16

Team work

Your team is working on a public event meant to boost social integration of the seniors and to encourage them to get more involved in social life.

Компетентностно-ориентированная задача № 17

Role play

Assume a role of

- an angry TV addict writing to the editor and raising a problem of poor communication skills of a TV reporter; rely on initiating discussion pattern

Компетентностно-ориентированная задача № 18

Role play

Assume a role of

- mother upset with dismal language skills of her 10-year old daughter, is initiating a discussion at a family dinner. Father and elder sister render support and involve other aspects of poor self-expression. Granny draws attention to technology isolation syndrome. Their guest, of a scientific turn of mind, provides evidence and statistics and adds a new turn to the discussion

Компетентностно-ориентированная задача № 19

- write an Email message to your university friend complaining about your child's dismal spelling skills and relating them to a shift in educational standards and deteriorating schooling;

Компетентностно-ориентированная задача № 20

- a 12-year old is surprised at poor speech skills of his new headmaster and is trying to provoke his parents to start debating; initiate a discussion.

Компетентностно-ориентированная задача № 21

Brainstorming

Your team is working on the public event on the modern society stratification and deepening social gaps which are potentially threatening stability. Raise the problems you believe should be tackled at the convention, initiate their discussion. Try to draw attention of the organizing committee to the aspects you find most crucial. Suggest the points to be tackled.

Компетентностно-ориентированная задача № 22

Brainstorming

A feminist convention is trying to boost women investments as a means to make them financially independent. Raise the problems to be tackled at the convention. Draw attention to the aspects you find most crucial

Шкала оценивания: 8-балльная.

Критерии оценивания:

12 баллов (или оценка «отлично») выставляется обучающемуся, если задача решена правильно, в установленное преподавателем время или с опережением времени, при этом обучающимся предложено оригинальное (нестандартное) решение, или наиболее эффективное решение, или наиболее рациональное решение, или оптимальное решение.

8 баллов (или оценка «хорошо») выставляется обучающемуся, если задача решена правильно, в установленное преподавателем время, типовым способом; допускается наличие несущественных недочетов.

6 баллов (или оценка «удовлетворительно») выставляется обучающемуся, если при решении задачи допущены ошибки не критического характера и (или) превышено установленное преподавателем время.

0 баллов (или оценка «неудовлетворительно») выставляется обучающемуся, если задача не решена или при ее решении допущены грубые ошибки.

2 ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ

2.1 КОМПЕТЕНСТНОСТНО-ОРИЕНТИРОВАННЫЕ ЗАДАЧИ

Компетентностно-ориентированная задача 1

Think of ideas to speak on the topic to follow

- intrusive use of computer games and gadgets is contributing to poor communication skills and technology isolation syndrome

Компетентностно-ориентированная задача 2

Think of ideas to speak on the topic to follow

- inability to express oneself properly can affect one's career prospects long term

Компетентностно-ориентированная задача 3

Think of ideas to speak on the topic to follow

- the lower the educational background, the more people tend to mock the others

Компетентностно-ориентированная задача 4

Think of ideas to speak on the topic to follow

- wearing clothes with slogans speaks of your low social background

Компетентностно-ориентированная задача 5

Think of ideas to speak on the topic to follow

- generalists tend to dominate the civil service and are awarded higher status

Компетентностно-ориентированная задача 6

Think of ideas to speak on the topic to follow

- there is no difference in investment patterns per se between males and females

Компетентностно-ориентированная задача 7

Think of ideas to speak on the topic to follow

- women do not shy from reasonable risk

Компетентностно-ориентированная задача 8

Think of ideas to speak on the topic to follow

- when women buckle down to save, they do better than men

Компетенстно-ориентированная задача 9

Think of ideas to speak on the topic to follow

- women on average are less exposed to investing

Компетенстно-ориентированная задача 10

Support the view to follow

With each year time seems to slip more easily through our fingers

Компетенстно-ориентированная задача 11

Support the view to follow

Being a to-do list addict doesn't make any difference to your time management

Компетенстно-ориентированная задача 12

Support the view to follow

Being a cliffhanger and leaving everything to the last moment is not a solution

Компетенстно-ориентированная задача 13

Support the view to follow

A badly laid-out CV can jeopardize your chances of getting a good job

Компетенстно-ориентированная задача 14

Support the view to follow

Women are believed to be experienced in money-management

Компетенстно-ориентированная задача 15

Report the dialogue

Jack. Tell me, Brian, what is it like to be a university student in the US? Your university system is known to be unique, isn't it

Brian Schulz, American university student. I think it is, and our secondary education system too, which is quite unlike yours.

J. And what's unique about it?

B.S. At the age of 6 or 7 children go to elementary school, which includes grades 1 to 5, then at the age of 12 - to middle school - grades 6, 7 and 8, and finally to high school - grades 9, 10, 11, and 12.

Harry Clarke, American high school student. And many young people finish their education at high school. The thing is, it provides not only academic but vocational subjects as well. I've chosen to work after finishing school.

Cecily. Oh, have you? To tell the truth, I am at the point of doing that myself. But my parents won't be happy about it, I'm afraid. They insist on my staying at school and going to college.

Ulaf. I know how it is. You feel tired and exasperated after studying for G.C.S.E. (General Certificate of Secondary Education) examinations and are keen to go into the world and get started.

J. Why not? Many rich and famous people started working young. Practice is the best teacher!

Компетентностно-ориентированная задача 15

M. But there are few papers in the hall.

B. Oh, Dave took them, most likely. Dave! Are you reading the papers now

Dave. Yes, Betty, we are in Dad's study with Nick. He is watching TV. Join us if you want.

B. You see Mary, all the family watches TV separately in their own rooms. In the US, there are a lot of TV programmes, a thousand stations in the 50 states, and in most states there is a choice of 5 or 6 channels. So choices in the family seldom coincide.

D. That's true, Mary, we often argued on what programme to watch, as mother likes serials, father prefers news and serious discussion programmes. Betty would choose musicals and comedies, the twins - cartoons, whereas I like sport programmes.

N. Same here. But I find detective series difficult to resist too. And I hate it when advertisements interrupt them. Breaks like those get on my nerves.

D. Oh yes, but you can't avoid them. Nearly all TV in this country is commercial. Though there is one channel run by the PBS (Public Broadcasting Service) where there are no commercial breaks.

M. Could we watch the news now? Which channels are likely to broadcast news?

B. NEC (the National Broadcasting Company), CBS (Columbia Broadcasting System) and ABC (the American Broadcasting Corporation). They are the major companies.

D. Yes, we live in a thick informational broth. American journalists seem to have made the news a necessary part of people's life. If it wasn't for the papers and TV, we would become dumb and would have nothing to talk about with the pals, I guess.

N. From the papers' point of view there is nothing else in the world but sensation. How many sensations can someone's head deal with? About 5 are all it can take. Nevertheless we readily allow ourselves to be idiotic time and time again

B. "Much ado about nothing," Shakespeare would have called it.

M. I m sorry, boys, I wanted to know whether there was any news about space research. I didn't catch much about it on the radio. Did you read anything about it in the newspapers?

N. There is lots of interesting information in American newspapers on the topic. And you know, the quality of some papers is very high and a lot of facts are quoted by many papers in the world.

D. If only all of the huge quantity of American papers were of high quality! Out of the 2,000 titles of daily papers the "yellow press" makes up a considerable part.

Критерии оценки:

30 – 36 баллов выставляется обучающемуся, если продемонстрирован отличный уровень владения предложенной стратегией ведения коммуникации и надлежащим образом использован активный вокабуляр (в 90 – 100 % контекста)

25 – 29 баллов выставляется обучающемуся, если продемонстрирован хороший уровень владения предложенной стратегией ведения коммуникации и надлежащим образом использован активный вокабуляр (в 80 – 90 % контекста)

17 – 24 балла выставляется обучающемуся, если продемонстрирован хороший уровень владения предложенной стратегией ведения коммуникации и использован активный вокабуляр (минимум в 50 % контекста)

10 – 17 баллов выставляется обучающемуся, если продемонстрирован пороговый уровень владения предложенной стратегией ведения коммуникации и использован активный вокабуляр (минимум в 25 % контекста)

1 – 10 баллов выставляется обучающемуся, если продемонстрирован пороговый уровень владения предложенной стратегией ведения коммуникации и использован активный вокабуляр (употребление основных языковых единиц в контексте)