Federal State Autonomous Educational Institution of Higher Education "Moscow Institute of Physics and Technology (National Research University)"

APPROVED
Vice Rector for Academic Affairs

A.A. Voronov

Work program of the course (training module)

course: English Language. Leadership and Communication in Science, Industry and Academia/Английский язык. Лидерство и коммуникация в науке, индустрии и образовании

major: Photonics and Optical Informatics

specialization: Photonics, Quantum Technologies & 2D Materials/Фотоника, квантовые технологии и двумерные материалы

Landau Phystech-School of Physics & Research

Foreign Languages Department

term: 1

qualification: Master

Semesters, forms of interim assessment:

1 (fall) - Pass/fail exam

2 (spring) - Grading test

Academic hours: 120 AH in total, including:

lectures: 0 AH.

seminars: 120 AH.

laboratory practical: 0 AH.

Independent work: 60 AH.

In total: 180 AH, credits in total: 4

Number of course papers, tasks: 4

Authors of the program:

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Annotation

The work program of the course (training module) "Leadership and Communication in Science, Industry and Academia" is designed for students improving their skills of professional communication in English (level B2/C1). The duration of mastering the course (training module) is 1 year, 2 AH per week.

The program is aimed to form:

social and intercultural communicative competencies; professional and communicative competence for developing a team strategy in order to solve professionally-oriented communicative tasks in academic, professional and business fields; design and research competence focused on developing scientific, technological or business projects and solving communicative tasks in interaction with representatives of various professional and social groups, networking with sponsors, partners, the public, suppliers, customers, journalists, etc.

1. Study objective

Purpose of the course

Formation and development of social, business, cultural and professionally-oriented communicative competencies in accordance with the Common European Framework of Reference for solving communicative tasks in the socio-cultural, academic and professional-business spheres of activity, as well as for the development of professional and personal qualities of master's graduates.

Tasks of the course

To form the learner's ability to solve communicative tasks by language means in various situations of intercultural communication, to interact on the interpersonal and professional level in a foreign language, considering the peculiarities of the culture of the language being studied, as well as the ability to overcome intercultural differences in situations of social and professional communication. To achieve the goals and objectives of studying the course, students are to master a foreign language general professional communicative competence, including:

Linguistic competence: the ability to correctly construct grammatical forms and syntactic constructions in accordance with the norms of the studied language.

Sociolinguistic competence: the ability to use and transform language forms in accordance with the situation of foreign-language communication.

Sociocultural competence: the ability to consider verbal and non-verbal behavior of the studied language country in communication.

Social competence: the ability to interact with communication partners, possession of appropriate strategies.

Discursive competence: the ability to understand and achieve coherence of individual statements in meaningful communicative models.

Strategic competence: the ability to use the most effective strategies in solving communicative tasks.

Object competence: knowledge of meaningful information when organizing one's own statement or understanding other people's statements.

Pragmatic competence: the ability to choose the most effective and expedient way of expressing thoughts, depending on the conditions of the communicative act and the task set.

2. List of the planned results of the course (training module), correlated with the planned results of the mastering the educational program

Mastering the discipline is aimed at the formation of the following competencies:

Code and the name of the competence	Competency indicators
UC-1 Use a systematic approach to critically analyze a problem and develop an action plan	UC-1.1 Systematically analyze the problem situation, identify its components and the relations between them
	UC-1.2 Search for solutions by using available sources
	UC-1.3 Develop a step-by-step strategy for achieving a goal, foresee the result of each step, evaluate the overall impact on the planned activity and its participants

UC-2 Manage all stages of a research project	UC-2.1 Set an objective within a defined scientific problem; formulate the agenda, relevance, significance (scientific, practical, methodological, or other depending on the project type), forecast the expected results and possible areas of their application
	UC-2.2 Forecast the project outcomes, plan necessary steps to achieve the outcomes, chart the project schedule and monitoring plan
	UC-2.3 Organize and coordinate the work of project stakeholders, provide the team with necessary resources
	UC-2.4 Publicly present the project results (or results of its stages) via reports, articles, presentations at scientific conferences, seminars, and similar events
UC-3 Organize and manage a team and develop the team strategy to achieve the objectives	UC-3.1 Organize and coordinate the work of the project stakeholders and help resolve disputes and conflicts
	UC-3.2 Consider the interests, specific behavior, and diversity of opinions of team members/colleagues/counterparties
	UC-3.3 Foresee the results (consequences) of both individual and collective actions
	UC-3.4 Plan teamwork, distribute tasks to team members, hold discussions of different ideas and opinions
UC-4 Use modern communication tools in the academic and professional fields, including those in a foreign language	UC-4.1 Exchange business information in oral and written forms in Russian and at least one foreign language
	UC-4.2 Use the acquired skills to write, translate, and edit various academic texts (abstracts, essays, reviews, articles, etc.)
	UC-4.3 Present the results of academic and professional activities in various academic events, including international conferences
	UC-4.4 Use modern ICT tools for academic and professional collaboration
UC-5 Analyze and consider cultural diversity in intercultural interactions	UC-5.1 Identify specific philosophical and scientific traditions in major world cultures
	UC-5.2 Define the theoretical and practical significance of cultural and linguistic factors within various interrelated philosophical and scientific traditions
UC-6 Determine priorities and ways to improve performance through self-assessment	UC-6.1 Achieve personal growth and professional development, determine priorities and ways to improve performance
	UC-6.2 Evaluate performance results in correlation with the set objectives and applied methods

3. List of the planned results of the course (training module)

As a result of studying the course the student should:

know:

- methods of system and critical analysis;
- methods of developing an action strategy to identify and solve a problem situation;
- stages of the project life cycle;
- stages of project development and implementation; methods of project development and management;
- methods of forming teams;
- methods of effective team management, characteristics of communicative behavior in the process of intercultural communication;
- basic leadership theories and leadership styles;
- rules and patterns of personal and business foreign language oral and written communication;
- modern communication technologies in Russian and foreign languages, culturally determined features of communication in the process of intercultural communication;
- existing professional communities for professional interaction;
- patterns and features of socio-historical development of various cultures;
- features of the intercultural diversity of society;
- rules and technologies of effective intercultural interaction; methods of self-assessment, self-control and self-development.

be able to:

apply methods of a system approach and critical analysis of problem situations;
- to search for solutions to the problem situation and develop a strategy of actions to achieve the goal, to make certain decisions for its implementation, using the skills of foreign language oral and written speech;
- to assess the impact of the decisions taken on the external environment of the planned activity and the relationships of the participants in this activity;
- to develop a project considering the analysis of alternative options for its implementation, to determine the target stages, the main directions of work;
- formulate goals and objectives, relevance, significance related to the preparation and implementation of the project, expected outcomes and possible areas of their application, using the skills of foreign language oral and written speech;
- manage the project at all stages of its life cycle;
- organize and coordinate work with due account for the diversity of the project participants' cultures;
- develop a plan of group and organizational communications during the preparation and implementation of the project;
- formulate tasks for team members to achieve the goal; develop a team strategy using the skills of foreign language oral and written speech;
- apply effective team leadership styles to achieve the set goal;
- exchange business information in oral and written forms in the language being studied;
- to present the results of academic, scientific and professional activities at various events, including international;
- to put into practice communication technologies, methods and patterns of business communication for academic and professional interaction;
- to identify the specifics of the philosophical and scientific traditions of the main world cultures, to understand and tolerate the intercultural diversity of the society;
- analyze and consider the diversity of cultures in the process of intercultural interaction;
- to solve the tasks of personal and professional development, to determine and implement priorities for improving the own activities;
- apply methods of self-assessment and self-control; apply methodologies of improving and preserv health in the process of life.

master:

- methodology of system and critical analysis of problem situations;
- methods of setting goals, determining ways to achieve it, developing strategies for actions using foreign language oral and written speech skills;
- methods of project development and management, forecasting the results of activities using the skills of foreign language oral and written speech;
- methods of assessing the need for resources and the effectiveness of the project using the skills of foreign language oral and written speech;
- ability to analyze, design and organize interpersonal, group and organizational communications in a team to achieve a goal;
- methods of organizing and managing a team, applying the skills of intercultural interaction in the language being studied;
- methodology of interpersonal business communication in the language being studied, using professional language forms, means and modern communication technologies for academic, scientific and professional interaction;
- methods and skills of effective intercultural interaction;
- skills necessary for writing translation and editing various academic texts (abstracts, essays, reviews, articles, etc.);
- ability to determine theoretical and practical significance of the cultural and linguistic factor in the interaction of various philosophical and scientific traditions;
- technologies and skills to manage the own cognitive activity and improve it based on self-assessment, self-control and principles of self-education throughout life.

4. Content of the course (training module), structured by topics (sections), indicating the number of allocated academic hours and types of training sessions

4.1. The sections of the course (training module) and the complexity of the types of training sessions

№	Topic (section) of the course	Types of training sessions, including independent work			
		Lectures	Seminars	Laboratory practical	Independent work
1	Topic 1. The new reality of the leadership concept		30		14
2	Topic 2. The phenomenon of scientific leadership in the modern world		30		16
3	Topic 3. Leadership in academia, science and industry		30		14
4	Topic 4. Scientific, educational and scientific-technical projects		30		16
AH in total			120		60
Exam preparation		0 AH.			
Total complexity		180 AH., credits in total 4			

4.2. Content of the course (training module), structured by topics (sections)

Semester: 1 (Fall)

1. Topic 1. The new reality of the leadership concept

Leadership in modern society, science, industry, education. Modern concepts of leadership. Types of leadership and personal characteristics of a leader. Leadership technologies. A team as a social group. Principles of team building, roles and tasks within the team. The role of a leader in a team, leadership communication. Effective and dysfunctional models of leadership communication. Organization of interpersonal, group and organizational communications in a team. Team and motivation, feedback.

Communicative tasks: to carry out communication in oral and written forms:

to discuss basic principles of teamwork; to discuss effective team interaction; to give arguments for the definition of "team spirit"; to collaborate, cooperate, express the own point of view, constructively overcome differences, use the potential of the group and achieve collective results; to use methods of communicative interaction and significantly increase the effectiveness of a multinational team; to establish the most effective rules of communication when interacting with the team; ask clarifying questions, leading the interlocutor to his opinion; conduct interviews, building a system of effective interaction when discussing a given topic; mediate when disagreements arise and successfully resolve them; create an atmosphere of friendliness and openness; convincingly express judgment and influence the opinion of the interlocutor; recognize the needs and interests of the interlocutor and build on them in the process of dialogue.

2. Topic 2. The phenomenon of scientific leadership in the modern world

Scientific leadership and its historical transformations. Scientific potential and leadership in science. Communicative nature of leadership in science as a specific model. World leaders in science and technology. The Strategic Academic Leadership program "Priority 2030" is leadership in the creation of new scientific knowledge. Goals of the program. Objectives of the program. Priorities of the program.

Communicative tasks: to carry out communication in oral and written forms:

to describe and discuss effective models of leadership communication; to discuss conditions conducive to competitiveness and scientific leadership; to reason the choice of effective methods in scientific communication; to discuss their features; to discuss the main characteristics of the chosen method; to evaluate models of leadership communication and effective methods in scientific communication; to describe and discuss the goals, objectives and priorities of the academic leadership program; to describe stages of the research project.

Semester: 2 (Spring)

3. Topic 3. Leadership in academia, science and industry

Successful career at the university. The program "Leaders of Russia". The program "School of Rectors". Development of strategic plans for the development of the university. The connection of science, technology and education in universities. Personnel reserve. Research leadership. Creation of scientific schools. Scientific projects in education. The MIPT project "Talents in the Regions". Institute of mentoring in science, education, entrepreneurship. Practices of scientific, educational and corporate volunteering.

Communicative tasks: to carry out communication in oral and written forms:

discuss the principles of modern scientific leadership, functions and competencies of a leader in education, science, industry; discuss responsibility for the results and consequences of their scientific activities; give arguments for the definition of "scientific ethics"; coordinate the efforts of all project participants (team, working group), delegate authority; predict the possible development of the technological system in terms of influence the impact of technology on society; to reveal the relationship between the leadership style and the effectiveness of innovation; analyze the results of the implementation of large-scale projects in the field of science and education and their impact on the scientific and technological development of the country; determine the conditions for the disclosure of leadership potential; use effective strategies of the communicative behavior of a leader in science, education and industry.

4. Topic 4. Scientific, educational and scientific-technical projects

Features of the team of a scientific, educational, scientific and technical project. Professional communication in the project team. Goals, objectives, content, basic requirements for the implementation of the project, expected results; scientific, scientific-technical and practical value. Opportunities and solutions, necessary resources for the implementation of the project.

Communicative tasks: to carry out communication in oral and written forms:

discuss the implementation stages of a scientific, technological and business project; discuss the principles of the distribution of roles in the project team; form a team united by a common professional trajectory based on the principles of team building; create a group project taking into account the genre features of the research plan, business plan, technological solution, etc.; make arguments in favor of choosing one or another shared workspace, identify adequate interpersonal communication strategies in the team and use them while preparing a group project; to have a convincing influence on team members; to give rational arguments in defense of their position; to conduct a discussion based on the principles of eco-friendly communication: adequately express agreement and disagreement, use effective strategies for interacting with an unfriendly audience, create a productive working atmosphere, avoiding conflicts and disagreements; to choose the appropriate way of presenting a project; to defend the project by providing verbal and non-verbal influence on experts and representatives of a wide audience; substantiate the relevance, theoretical, practical, social significance of the project, its investment attractiveness and competitive advantages.

5. Description of the material and technical facilities that are necessary for the implementation of the educational process of the course (training module)

A classroom for conducting training sessions provided for by the course (training module) program, equipped with training facilities and technical means of training: an interactive smartboard (screen), a multimedia projector, sound reproducing equipment, a computer for the teacher with the possibility to connect to the Internet and provide access to the MIPT electronic information and educational environment

6. List of the main and additional literature, that is necessary for the course (training module) mastering

Main literature

1. How to write a research article / E. Bazanova, S. Suchkova. – Moscow: Nauka, 2020.
2. Английский язык для технических направлений (B1–B2) / Н. Л. Байдикова, Е. С. Давиденко. – Москва: Юрайт, 2022.
3. Английский язык для академических целей / Т. А. Барановская, А. В. Захарова, Т. Б. Поспелова, Ю. А. Суворова. – Москва: Юрайт, 2022.
4. Английский язык для эффективного менеджмента / С. А. Воробьева. – Москва: Юрайт, 2022.
5. Английский язык в международном бизнесе / Л. В. Ступникова. – Москва: Юрайт, 2022.
6. Английский язык для физиков и инженеров / И. Ю. Коваленко. – Москва: Юрайт, 2022.

Additional literature

1. Академическое письмо. Лексика. Developing Academic Literacy / В. В. Меняйло, Н. А. Тулякова, С. В. Чумилкин. – Москва: Юрайт, 2022.
2. Английский язык для публичных выступлений (B1-B2) / Л. С. Чикилева. – Москва: Юрайт, 2022.
3. Market Leader advanced / I. Dubicka, M. O'Keeffe, Harlow, Pearson : FT Publishing, 2011

Рекомендуемая литература для самостоятельного изучения

1. Boxman, R., & Boxman, E. (2017). Communicating science a Practical Guide for Engineers and Physical Scientists. New Jersey: World Scientific.
2. Feak, C. B., & Swales, J. M. (2011). English in Todays Research World. Writing Introductions Across Genres. Michigan: University.
3. Loehle, C. (2010). Becoming a successful scientist: strategic thinking for scientific discovery. Cambridge: Cambridge University Press.
4. Walliman, N. (2009). Your research project: a step-by-step guide for the first-time researcher. Los Angeles: Sage.
5. Lebrun, Jean-Luc. (2009). Walliman, N. (2009). When the Scientist Presents: An Audio and Video Guide to Science Talks. World Scientific Pub Co Inc.
6. Erin, M. (2014). The Culture Map: Breaking Through the Invisible Boundaries of Global Business. PublicAffairs™
7. Evans, V. (2016). The FT Essential Guide to Writing a Business Plan: How to win backing to start up or grow your business. 2nd ed. — FT Press.
8. Barrow, C., Barrow, P., Brown, R. (2012). The Business Plan Workbook. 7th ed. — Kogan Page.
9. Sullivan, D., Hardy. B. (2020). Who Not How: The Formula to Achieve Bigger Goals Through Accelerating Teamwork. Hay House Business.
10. Garcia, H.F. (2012). The Power of Communication: Skills to Build Trust, Inspire Loyalty, and Lead Effectively, Rough Cuts. FT Press.
11. Harris, P.R., Moran, R.T., Moran, S.V. (2007). Managing cultural differences: Global leadership strategies for the 21st century. 7th edition. — Butterworth-Heinemann, 2007.
12. Carter, L., Ulrich, D., Goldsmith, M. (eds.) (2005). Best practices in leadership development and organizational change. John Wiley & Sons, Inc., Pheiffer.
13. Gibson, R. (2002). Intercultural Business Communication. Oxford University Press.
14. Collins, D. (2020). The Organizational Storytelling Workbook: How to Harness this Powerful Communication and Management Tool. Routledge.
15. Del Negro, J.M. (Ed.) (2021). Storytelling: Art and Technique. 5th edition. — Libraries Unlimited.
16. Akash, K. (2015). TED Talks Storytelling: 23 Storytelling Techniques from the Best TED Talks. Createspace Independent Publishing Platform.
17. Dolan, G. (2017). Stories for Work: The Essential Guide to Business Storytelling. Wiley.
18. Hiebert, M., Klatt, B. (2001). The Encyclopedia of Leadership. A Practical Guide to Popular Leadership Theories and Techniques. New York: McGraw-Hill.
19. Dubrin, A. J. (2019). Leadership: Research Findings, Practice, and Skills. 9th. ed. — Cengage Learning.
20. Harrison, E. Bruce, Mulhberg, J. (2014) Leadership Communications: How Leaders Communicate and How Communicators Lead in Today's Global Enterprise. Business Expert Press.
21. Wright, D. (2013). The Myths and Realities of Teamwork. Bookboon, 2013.
22. Lewis, R. D. (2006). When cultures collide: Managing successfully across cultures. London: N. Brealey Pub.
23. Love, B.A. (2016). IT Project Management. A Geek’s Guide to Leadership. CRC Press.
24. Durham, M.O., Durham, R.A., Durham, R. (2006). Leadership & Success in Relationships & Communication. Dream Point Publishers.
25. Hiebert, M., Klatt, B. (2001). The Encyclopedia of Leadership. A Practical Guide to Popular Leadership Theories and Techniques. New York: McGraw-Hill.
26. O'Hair, D., Wieman, M. (2020). Real Communication: An Introduction. Bedford, St. Martin's.
27. Demirtas, O,, Karaca, M. (2020). A Handbook of Leadership Styles. Cambridge Scholars Publishing.
28. Bainbridge William Sims (Editor). (2011). Leadership in Science and Technology: A Reference Handbook. Sage.
29. Seah Wee Khee. (2007). 50 Math and Science Games for Leadership. World Scientific Publishing.
30. Wheatley, M.J. (2006). Leadership and the New Science: Discovering Order in a Chaotic World. 3rd Edition. –Berrett-Koehler Publishers, Inc.
31. Lyczkowska, K (2014). Self-Confidence at Work. Bookboon.
32. International Negotiations. Cross-Cultural Communication Skills for International Business Executives. Published by Program on Negotiation Harvard Law School. 2012.
33. Clifton, J., Schnurr, S. (2019). The Language of Leadership Narratives: A Social Practice Perspective. Routledge.
34. Bull, R.C. (2010). Moving from Project Management to Project Leadership: A Practical Guide to Leading Groups. CRC Press.
35. Charteris-Black, J. (2006). The Communication of Leadership: The Design of Leadership Style. Routledge.
36. Полякова Т.Ю. (2013). Английский язык для академической мобильности = English for

7. List of web resources that are necessary for the course (training module) mastering

1. http://uefap.com/reading/readfram.htm - дополнительные тексты для чтения
2. http://uefap.com/writing/writfram.htm - задания по развитию навыков письменной речи
3. https://owl.purdue.edu/owl_exercises/esl_exercises/paraphrase_and_summary_exercises/intermediate_paraphrase_exercises.html - упражнения по письменному реферированию на более высоком уровне
4. http://ted.com – сайт с видео-отрывками, которые магистранты смотрят в качестве домашнего задания
5. 3 Minute Thesis-ежегодный конкурс по теме научного исследования магистрантов и аспирантов https://threeminutethesis.uq.edu.au/
6. Academic phrase bank – бесплатное электронное справочное пособие для авторов научных публикаций https://www.phrasebank.manchester.ac.uk/
7. Grammarly – бесплатный онлайн-сервис на основе искусственного интеллекта для помощи в написании текстов на английском языке (https://www.grammarly.com/)
8. Reverso - веб-сайт, специализирующийся на автоматизированном переводе и помощи в изучении языка. Сайт предлагает онлайн-словари, перевод в контексте, проверку орфографии, поиск синонимов и средства грамматического спряжения (https://context.reverso.net)
9. Linguee — онлайн-словарь и система контекстуального поиска переводов, позволяющая найти, как слова и фразы переводились людьми в существующих билингвистических текстах (https://www.linguee.ru/)
10. Ludwig.guru - лингвистическая поисковая система, которая проверяет грамматику, синтаксис, стилистику и последовательность предложений на английском языке (https://ludwig.guru/)
11. Sage Publications Research Reference material https://methods.sagepub.com – интерактивный справочник для подготовки научного проекта
12. Overview of Research Proposal in Technology structure https://www.uc.pt/en/fctuc/dei/ensino/doctoral_program/PhDprop4 - обзор структуры обоснования проекта в области технологий
13. Writing a research proposal https://www.monash.edu/rlo/graduate-research-writing/write-the-thesis/writing-a-research-proposal - инструкция по написанию научного проекта
14. Sample Research Proposal with comments https://www.uh.edu/~lsong5/documents/A%20sample%20proposal%20with%20comment.pdf – образец научного проекта на английском языке
15. Research paper title writing https://www.youtube.com/watch?v=SgO7i4azcs8 – видеоинструкция по написанию темы научного или технологического проекта
16. Research question writing https://writingcenter.gmu.edu/guides/how-to-write-a-research-question - инструкция по созданию исследовательского вопроса
17. How to write a problem statement https://www.coursera.org/lecture/academic-skills-project/1-4-writing-a-problem-statement-f7TZL - обучающий видеоматериал по описанию проблемы научного проекта
18. How to write objectives – статья о принципах описания цели научного проекта
19. Shark Tank Global - видеоматериал по привлечению инвестирований в технологический проект
20. (26) The Investment 2017 - YouTube - видеоматериал по привлечению инвестирований в технологический проект
21. Quizlet - сервис для быстрого создания тестов, которые помогут запомнить любой материал разными способами (на слух, написание и т.д.) (https://quizlet.com/ru)
22. Glossary maker – сервис для создания списка лексических единиц по уровню сложности, включая определения, синонимы, антонимы, производные слова и др. https://www.wordsmyth.net/

8. List of information technologies used for implementation of the educational process, including a list of software and information reference systems (if necessary)

Practical classes are held with the use of multimedia technologies: multimedia presentations, work on an interactive smartboard, Internet information resources.

Independent work of students is conducted using a virtual learning environment system based on LMS "Moodle" (http://moodle.phystech.edu), which helps students get access to various sources of multimedia information, makes it possible to organize communication of all participants in the educational process, provides for interactive control and self-control of tasks, and testing. To form language skills, the platform of the virtual learning environment "Moodle" contains a set of interactive exercises created on the basis of the test module built into the LMS "Moodle", as well as with the help of the program "HotPotatoes".

9. Guidelines for students to master the course

A student studying the course (training module) is to master the communicative competence, which includes: linguistic competence (the ability to correctly construct grammatical forms and syntactic constructions in accordance with the norms of the studied language), sociolinguistic competence (the ability to use and transform language forms in accordance with the situation of foreign language communication), socio-cultural competence (the ability to consider verbal and non-verbal behavior of the studied language country in communication), social competence (the ability to interact with communication partners, possession of appropriate strategies), discursive competence (the ability to understand and achieve coherence of individual statements in meaningful communicative models) strategic competence (the ability to use the most effective strategies in solving communicative tasks), object competence (knowledge of meaningful information when organizing one's own statement or understanding other people’s statements), pragmatic competence (the ability to communicate and to implement any statement, taking into account the conditions under which the act of speaking (listening, writing) is carried out, the status of the addressee, the object of discussion, etc.) for the development of personal and professional qualities, awareness of the social significance of their professional activities, respect and compliance with the principles of ethics, morality, and tolerance).

Mastering of the subject takes place in practical classroom lessons and in the process of the student’s independent work.

In practical classes the main attention is paid to the formation of skills in oral speech activities (speaking, listening). The formation of skills in written types of speech activities (reading, writing) is implemented both in the classroom and on the platform of the virtual learning environment "Moodle" in conditions of self-control, mutual control and mutual testing by students, as well as remote control by the teacher.

Practical classes are conducted on the basis of a communicative approach using active/interactive forms of work:

– work in small groups;

– discussion;

– educational games (role-playing, problem role-playing, business);

– heuristic conversation;

– watching and discussing videos;

– presentations based on modern multimedia.

Successful mastering of the course (training module) syllabus as a whole and the effectiveness of each practical class directly depends on the regular independent work of the postgraduate. Tasks for independent work are to be completed by the student in full and exactly within the specified time frame. Independent work includes:

– revision and consolidation of the material covered;

– performing lexical and grammatical exercises aimed at the formation of language skills;

– reading and checking the understanding of texts;

– listening to audio recordings and watching videos, performing tasks for them;

– performing creative written tasks aimed at the formation of speech skills;

– preparation of monological and dialogical statements on the topic under study.

Instruction and in-progress assessment of independent work is carried out remotely on the platform of the virtual learning environment "Moodle". If there are questions or difficulties, the postgraduate can contact the teacher using the information and communication resources of the remote platform.

In-progress assessment of the course is conducted at each practical class in oral and written forms. The object of in-progress assessment is the level of language and speaking skills formation.

SUPPLEMENT

Assessment funds for course (training module)

major:	Photonics and Optical Informatics
specialization:	Photonics, Quantum Technologies & 2D Materials/Фотоника, квантовые технологии и двумерные материалы
	Landau Phystech-School of Physics & Research
	Foreign Languages Department
term:	1
qualification:	Master

Semesters, forms of interim assessment:

1 (fall) - Pass/fail exam

2 (spring) - Grading test

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1. Competencies formed during the process of studying the course

Code and the name of the competence	Competency indicators
UC-1 Use a systematic approach to critically analyze a problem and develop an action plan	UC-1.1 Systematically analyze the problem situation, identify its components and the relations between them
	UC-1.2 Search for solutions by using available sources
	UC-1.3 Develop a step-by-step strategy for achieving a goal, foresee the result of each step, evaluate the overall impact on the planned activity and its participants
UC-2 Manage all stages of a research project	UC-2.1 Set an objective within a defined scientific problem; formulate the agenda, relevance, significance (scientific, practical, methodological, or other depending on the project type), forecast the expected results and possible areas of their application
	UC-2.2 Forecast the project outcomes, plan necessary steps to achieve the outcomes, chart the project schedule and monitoring plan
	UC-2.3 Organize and coordinate the work of project stakeholders, provide the team with necessary resources
	UC-2.4 Publicly present the project results (or results of its stages) via reports, articles, presentations at scientific conferences, seminars, and similar events
UC-3 Organize and manage a team and develop the team strategy to achieve the objectives	UC-3.1 Organize and coordinate the work of the project stakeholders and help resolve disputes and conflicts
	UC-3.2 Consider the interests, specific behavior, and diversity of opinions of team members/colleagues/counterparties
	UC-3.3 Foresee the results (consequences) of both individual and collective actions
	UC-3.4 Plan teamwork, distribute tasks to team members, hold discussions of different ideas and opinions
UC-4 Use modern communication tools in the academic and professional fields, including those in a foreign language	UC-4.1 Exchange business information in oral and written forms in Russian and at least one foreign language
	UC-4.2 Use the acquired skills to write, translate, and edit various academic texts (abstracts, essays, reviews, articles, etc.)
	UC-4.3 Present the results of academic and professional activities in various academic events, including international conferences
	UC-4.4 Use modern ICT tools for academic and professional collaboration
UC-5 Analyze and consider cultural diversity in intercultural interactions	UC-5.1 Identify specific philosophical and scientific traditions in major world cultures
	UC-5.2 Define the theoretical and practical significance of cultural and linguistic factors within various interrelated philosophical and scientific traditions
UC-6 Determine priorities and ways to improve performance through self-assessment	UC-6.1 Achieve personal growth and professional development, determine priorities and ways to improve performance
	UC-6.2 Evaluate performance results in correlation with the set objectives and applied methods

2. Competency assessment indicators

As a result of studying the course the student should:

know:

- methods of system and critical analysis;
- methods of developing an action strategy to identify and solve a problem situation;
- stages of the project life cycle;
- stages of project development and implementation; methods of project development and management;
- methods of forming teams;
- methods of effective team management, characteristics of communicative behavior in the process of intercultural communication;
- basic leadership theories and leadership styles;
- rules and patterns of personal and business foreign language oral and written communication;
- modern communication technologies in Russian and foreign languages, culturally determined features of communication in the process of intercultural communication;
- existing professional communities for professional interaction;
- patterns and features of socio-historical development of various cultures;
- features of the intercultural diversity of society;
- rules and technologies of effective intercultural interaction; methods of self-assessment, self-control and self-development.

be able to:

apply methods of a system approach and critical analysis of problem situations;
- to search for solutions to the problem situation and develop a strategy of actions to achieve the goal, to make certain decisions for its implementation, using the skills of foreign language oral and written speech;
- to assess the impact of the decisions taken on the external environment of the planned activity and the relationships of the participants in this activity;
- to develop a project considering the analysis of alternative options for its implementation, to determine the target stages, the main directions of work;
- formulate goals and objectives, relevance, significance related to the preparation and implementation of the project, expected outcomes and possible areas of their application, using the skills of foreign language oral and written speech;
- manage the project at all stages of its life cycle;
- organize and coordinate work with due account for the diversity of the project participants' cultures;
- develop a plan of group and organizational communications during the preparation and implementation of the project;
- formulate tasks for team members to achieve the goal; develop a team strategy using the skills of foreign language oral and written speech;
- apply effective team leadership styles to achieve the set goal;
- exchange business information in oral and written forms in the language being studied;
- to present the results of academic, scientific and professional activities at various events, including international;
- to put into practice communication technologies, methods and patterns of business communication for academic and professional interaction;
- to identify the specifics of the philosophical and scientific traditions of the main world cultures, to understand and tolerate the intercultural diversity of the society;
- analyze and consider the diversity of cultures in the process of intercultural interaction;
- to solve the tasks of personal and professional development, to determine and implement priorities for improving the own activities;
- apply methods of self-assessment and self-control; apply methodologies of improving and preserv health in the process of life.

master:

- methodology of system and critical analysis of problem situations;
- methods of setting goals, determining ways to achieve it, developing strategies for actions using foreign language oral and written speech skills;
- methods of project development and management, forecasting the results of activities using the skills of foreign language oral and written speech;
- methods of assessing the need for resources and the effectiveness of the project using the skills of foreign language oral and written speech;
- ability to analyze, design and organize interpersonal, group and organizational communications in a team to achieve a goal;
- methods of organizing and managing a team, applying the skills of intercultural interaction in the language being studied;
- methodology of interpersonal business communication in the language being studied, using professional language forms, means and modern communication technologies for academic, scientific and professional interaction;
- methods and skills of effective intercultural interaction;
- skills necessary for writing translation and editing various academic texts (abstracts, essays, reviews, articles, etc.);
- ability to determine theoretical and practical significance of the cultural and linguistic factor in the interaction of various philosophical and scientific traditions;
- technologies and skills to manage the own cognitive activity and improve it based on self-assessment, self-control and principles of self-education throughout life.

3. List of typical control tasks used to evaluate knowledge and skills

3. List of typical questions, tasks, topics used for in-progress assessment

Topic 1. The new reality of the leadership concept

Classroom work: checking understanding of the content of the read text, viewed or listened to video fragment on the subject, followed by a conversation on the content; discussion in the form of hypotheses about what is happening in what is read or seen; interpretation of linguistic phenomena from the point of view of native and foreign language culture.
Independent work on determining the cultural load of language units, working with information resources, studying the material of practical classes, reading the main and recommended literature on the topic.
Creative homework assignment:

Sample task for listening

I. What sort of problems might these people have at work? Discuss in pairs.
an entry-level programmer a lab assistant a start-up founder a junior researcher a company manager

II. Work in pairs. You are the managers of a company. Choose two ideas from the list (1–4) that you think will stop people wasting time at work. Think of your own ideas.

1. Make sure everyone has a regular break.
2. Pay a very high wage.
3. Shout at people who waste time.
4. Give extra pay to people who work fast.

III. Decide whether you agree or disagree with the sentences.

1. Younger people do not have enough experience to be good managers.
2. Older people with families don’t work as hard as young, single people.

Sample task for reading

Read the text and be ready to discuss the questions below.

Bad team building

A good manager understands the benefit of teamwork and making every employee feel a part of things in the workplace.

As a result, an industry has grown up around the provision of teambuilding exercises and events for businesses. However, talking to businesspeople in my network lately, I've come across many stories of teambuilding exercises that didn't have the effect that the organizers intended. So, managers, rather than my usual tips and advice on what works in management, this week I'm offering three case studies of situations that you should avoid at all costs. The stories are based on interviews with people who participated in the activities.

Company A: Paintball “fun”. There were definitely problems with teamwork and cooperation in Company A. A number of people reported feeling anger and resentment about two junior colleges who had been promoted over the heads of the rest of the team, and the negative feelings were affecting work badly. So, when the manager announced a full day out of the office for a team building activity, so that everyone could learn to cooperate better and maybe even bond as group, motivation was low and most people didn't feel good about it. But then the team found out what the training day was: paintballing. The mood lightened, because many of the workers so it is a great opportunity. But it wasn't the prospect of improving teamwork that was appealing, it

was rather that they were looking forward to having the chance to shoot paintballs at the college they were angry with.

The exercise apparently didn't result in any immediate improvement at work – it just made most of the team members feel angrier. My advice to managers? Think carefully when planning a team building exercise. Ask yourself: will it help employees to resolve conflict and have a sense of belonging, or could it possibly make things worse?

Company B: Office Sing-Along. The company B employee I interviewed told me that she's a team player and doesn't object to the idea of teambuilding exercises and principle. She also said that though she loves music, she can't sing. So when her company announced an awayday to enhance teamwork through singing, it brought up some very negative feelings for her – mostly childhood memories of being forced to sing at school. She participated in the training because she had to, but from start to finish, all she could think about was how to get out of there.

Many participants found the day somewhat stressful and in their reviews of the session, said that it didn't accomplish anything. Hey, managers: If you're planning a team building day, choose an activity that people won't hate. If a team-building activity makes people feel bad, chances are it's not going to work.

Company C: Group therapy. The marketing team at company C already knew how to cooperate pretty well. They were sharing the load with almost no conflict, and when there was work to be done, everyone was always willing to go the extra mile. So when the management announced a half day of team building exercises, no one thought too much about it and simply got on with their work. But on the day of the course, the 'corporate motivation specialist' in charge soon had everyone's attention. The first activity? Make a list of things you don't like about your colleagues. The second activity? Tell them. The company C I spoke with said that, not surprisingly, the session was not at all effective.

Fortunately, the team that was being worked with, get along well and many of them are friends outside of work. They all immediately understood that doing the exercises as instructed could only lead to problems. So, they all just made up answers in order to complete the task, but many had difficulty keeping a straight face. After the session, the team were given a kind of computerized personality test to discover their 'teamwork style'. Lessons learned? If you ever have to arrange any corporate team-building activities or teamwork training, try to choose something that's actually relevant to the team it's designed for. It seems kind of obvious, doesn't it?

1. What teams are you in? At work? At university? In sports? Clubs? Choirs?

2. What team-building activities have you heard about or participated in at work/university or elsewhere?

3. Were they effective? Why? / Why not?

4. What kind of work issues can be resolved by team building?

5. Choose one team building activity and recommend some activities to make the team stronger.

Topic 2. The phenomenon of scientific leadership in the modern world

Classroom work: checking understanding of the content of the read text, viewed or listened to video fragment on the subject, followed by a conversation on the content; discussion of problematic issues and exchange of opinions; conversation on the content of what was read; modeling the situation of communication with a representative of another culture with subsequent interpretation from the point of view of native and foreign-language culture.

Independent working with information resources, studying the material of practical classes, reading the main and recommended literature on the topic.

Creative individual/group task: to prepare a written report describing the goals, objectives and priorities of the academic leadership program or the stages of a research project; to compose a motivation letter to apply for participation in the academic mobility competition.

Sample task for writing

Write a motivation letter detailing your professional skills and reasons for applying for a professional development course, a grant, scholarship or volunteer job.

Sample task for speaking

Debate Task: **"Scientists Should Have Leadership Skills"**

Form two debate teams of equal size. Team A is the "For" team, and Team B is the "Against" team. You will have 20 minutes to work together as a team to prepare for the debate. The time will be divided into three segments:

- Ten minutes to brainstorm evidence (information, facts, examples, and anecdotes) to support your debate position
- Five minutes to discuss your brainstormed list and identify the strongest pieces of evidence
- Five minutes to discuss possible arguments the opposing team might make and how to counter those arguments.

Team leaders will guide the brainstorming session and discussions, making sure that everyone has a chance to share his or her thoughts."

Topic 3. Leadership in academia, science and industry

Classroom work: checking understanding of the statement heard and comprehended, the text listened to, the video watched, discussion of the material studied; analysis of problem situations; debates based on the material studied.
Independent work with information resources, studying the material of practical classes, reading the main and recommended literature on the topic.
Creative individual task: preparation of a report on scientific projects in education; institute of mentoring in science, education, entrepreneurship; on the practice of scientific, educational and corporate volunteering. The MIPT project "Talents in the regions".

Sample task for listening

Discuss the questions in pairs or in small groups

1. Have you ever considered starting a business? Is it easy to start a business in your country?
2. What types of science or business frauds do you know? Why do you think scientists or technology start-up founders might commit fraud?
3. Do you think that fraud in science or technology start-ups should carry a heavy prison sentence?

Listen to the report about Theranos founder Elizabeth Holmes. Answer the questions true, false or not given.

1. Holmes became famous in Silicon Valley after founding a company.
2. Rupert Murdoch invested billions in Theranos.
3. Holmes persuaded people to invest by stating that her machines could run various tests with just a few drops of blood.
4. These claims were published in the Wall Street Journal, which enabled Holmes to reach more investors.

5. Holmes was found guilty of defrauding patients who paid for tests from Theranos.
6. The jury agreed with each other about every charge.
7. At her trial, Holmes claimed that it was never her intention to deceive anyone.
8. Holmes will likely get a lower sentence than the maximum, because of the nature of the crime.

In pairs discuss the following questions:

1. Do you think that those who invested in Theranos should have been more careful with their
money? Why/why not?
2. Has Elizabeth been unfairly treated, or should she have been charged with defrauding patients as
well as investors?
3. What innovators can learn from the Theranos fraud? Do you think company leaders should be responsible for their promises to investors and customers?

Sample task for speaking

In pairs or in small groups discuss the score in the IT Project Leader Assessment sheet. Give your arguments.

Criteria	Description	Score
Basic	Execute basic PM and process skills.	2
Executive bonds	Maintain a relationship with the Executive Sponsor.	2
Details	Organize and manage details through planning, tracking, and controlling	2
Team leadership	Keep focus on main goal, think analytically, recognize and leverage team member potential.	2
Connections	Lead stakeholder communications that lead to successful resolution.	2
Ownership	Own the process for doing things well	2
Bad news bearing	Deliver bad news early	2
Business understanding	Envision project components and how the parts incorporate the business as a whole	2
Good judgment	Exercise the discipline, hard work, experience, and maturity required for sound judgment.	2
Seasoned	Learn from mistakes and control resources to make timely corrections.	2
Total		20

Topic 4. Scientific, educational and scientific-technical projects

Classroom work: checking understanding of the statement heard and comprehended, the text listened to, the video watched, discussion of the material studied; analysis of problem situations; debates based on the material studied; discussion of the implementation stages of a scientific, technological and business project, principles of role distribution in the project team; heuristic conversation; role-playing game based on the material studied; oral and/ or written questioning.
Independent work with information resources, study of the material of practical classes, reading the main and recommended literature on the topic; preparation of a reasoned report in favor of choosing a particular joint project with justification of its relevance, theoretical, practical, social

significance, its investment attractiveness and competitive advantages; preparation to the defense of the project.
Creative task: to create a group project with due account for the genre features of the research plan, business plan, technological solution, etc.

Sample task for reading

Read the text about transforming a University. What is the author's objective?
Summarize the key points. Compare your notes with a partner. Does he/she have the same points?
What do you think transforming education, science and business have in common?

If you are a rector or a decisionmaker, then your transformational position is also aggravated by your responsibility for people and for the creation of such change leaders as yourself. These additional five tips are for you to make sure that the most lively and proactive change-makers serve as "lightning rods" at your university; so that they not only discuss, but also implement their projects at your university.

1. First of all, cast aside all illusions that change leaders appear out of nowhere. I often hear rectors say that they can't find anyone capable of taking on the development challenge. They say: "If I found such people, I would move heaven and earth!" At some point in the conversation it becomes clear that: a) nobody has systematically looked for them, b) similarly, nobody has been preparing them for this role specifically. As you cannot simply wait for transformation leaders to appear naturally, you have to look for them, and nurture them.

However, it is important to look through the right glasses. If your employees only work operationally, they simply don't have an opportunity to prove themselves in development issues. To find people who are potentially innovative, you need to establish special conditions under which they can display their creative side. Hold an internal seminar on the development of the university, and let everyone express their views. Hold an ideas competition. Initially, you may not be satisfied with the quality of the ideas. However, here the point is not the ideas themselves, but rather the diagnosis and identification of potential change leaders.

Junior staff or even students are an excellent source of designers of the future university. Involve them in strategic discussions. Frequently, young proactive professionals fly under the radar, because they are too far from the rector, and pose a risk for middle management. The latter hide them from senior management and dispose of them rapidly, encumbering them with routine work and inducing an inferiority complex in them. It is useful to hold open competitions, instead of asking middle management to identify "promising candidates" themselves.

The identified candidates must not be left working on routine assignments for long: they need to be assigned new roles and systematically trained in transformational tasks. This means creating situations with a heightened risk, limited resources and the lack of ready answers – in other words, problematic situations.

2. Never be afraid of engaging outsiders. Another culture, a different position, fresh energy, may not only prove useful per se: they can also awaken local dormant innovators. When inside an organization, people are rarely capable of perceiving it objectively. We are accustomed to existing norms and processes and try not to question how our activity is structured – such is human nature, we seek stability and calm. You often need a view from the outside in order to be able to perceive yourself and your organization critically.

3. Trust and acknowledge publicly. Both successes and failures. The trust of the rector is a key motivational factor. This is more important than money and status. Your personal participation in work with a team of young designers is important. They must have direct access

to Greenbook for the transformer: how not to lose the war over development to communication with the rector. Ideally, they should constitute your "strategic headquarters". It is also extremely important that the top figure congratulates the successes of transformation leaders in public. However, if mistakes were made – they should also be acknowledged publicly. Otherwise everyone will be discredited: both the rector and the new generation of reformers. Don't give up on transformers because of one mistake. You need to understand that people grow and change, you must not brand an individual as a failure after the first setback, and all the more so, write off the entire idea of transformation. At the same time, however, it is also not a good idea to pretend that nothing has happened, as if you are offering moral support to your colleague. It is important to understand the reasons for the setback, discuss the point when everything went wrong, revive the concept and the subsequent course of events, however painful this might be. At the same time, it is not enough to just document this case – you need to agree on how you will move forward.

4. Risk and implement. You need to remember that the key to recognition is implementation of projects. If you are not ready for a radical change – allocate a test site, and authorize the launch of a pilot project. This must be a serious venture, with the allocation of all the necessary responsibility and authority, and should not be implemented in some game or training format. If it was a deserving development, but was not implemented, or implementation was not entrusted to its author – this will represent a serious setback. As a rule, if such a decision is adopted, the young people enthusiastic about the project will either leave the university within six months to a year, or become disillusioned and stop trying to change anything. In addition, other people who might have become the next change leaders will become disillusioned as well. If you are not ready to take risks – then don't even start engaging young people in your initiatives.

However, if you are ready, don't offer only moral support, allocate resources and give the transformers authority. Serious change cannot be achieved based on sheer enthusiasm alone. Don't allocate resources and authority as an "advance". They must be allocated for a specific project. If the transformation leaders manage transformation outside of their working hours and without a budget, then all their ideas will end up unrealized.

5. Learn how to let people go. You need to get used to the idea that people grow and their trajectory should extend beyond the boundaries of the university. The more innovators you grow and let go, the more people you will have in partner organizations and projects, the more attractive you will become as an employer and as an organizational leader in transformational processes.

Sample task for speaking

Pitch an idea for a new product or service aimed at investors.

You should describe your product/service and focus on what it can offer to the public, as well as the potential benefits it could bring to investors.

Your proposal should be between 280 – 340 words

Methodological materials defining the procedure for in-progress assessment of knowledge, skills and possessions and (or) experience

The semester in-progress work is assessed as a weighted average of three point-rating evaluations during the semester.

The maximum grade in each of them is 100 points, including 10% for class attendance and 90% for completing tests and training tasks in class and independently on the platform of the virtual learning environment "Moodle". The parameters of the point-rating system used to assess students' academic performance in the Department of Foreign Languages are described in the

guidelines “Current and end-term control of students’ academic performance in the Department of Foreign Languages” (https://mipt.ru/education/chair/foreign_languages/control/rating.php).

In-progress control of academic performance is conducted during the semester in order to monitor students’ knowledge, skills and language proficiency for solving communication tasks in socio-cultural, academic and professional and business spheres of activity, timely identification of difficulties in mastering the course (training module) and their elimination, as well as providing timely individual advisory assistance to students.

In-progress assessment includes evaluating knowledge and skills through:

- classroom activities (questioning, interactive talks, reports, presentations, role-play, fulfilling tasks on different types of speech activities and tests to assess vocabulary and grammar skills);
- activities based on the results of individual work (preparing oral reports, fulfilling online tests and tasks for assessment and self-assessment of listening, reading, writing, and vocabulary and grammar skills using “Moodle”);
  individual tutorial sessions with under-achievers.

Other forms of in-progress assessment

Academic performance is assessed on the basis of a point-rating system. Grades for attendance of classes (1 point) are rated in electronic attendance report.

Control over the assimilation of the studied grammatical phenomena is carried out using the educational electronic platform "Moodle", and the results of online exercises are considered in the rating (if all tasks are 100% completed, 10 points are set in the rating table).

Criteria for evaluating in-progress assessment tasks in regards to modules

Criteria for evaluating written speech are used when students write works of such genres as an email, argumentative text (paragraph, text of a project), summary.

Grades for tests assessing skills of using vocabulary and grammar in reading and listening are calculated as the ratio of the number of correct answers of the student to the maximum possible number of points for the test.

In-progress assessment of oral and written speech is based on evaluation criteria

Writing assessment criteria

Email evaluating criteria (Formal Letter)

Maximum number of points – 10

Criteria	**Grade points**
1. Statement of all the main ideas	2
2. Compliance with the email format	1
3. Considering the cultural affiliation of the addressee	2
4. Language correctness	1
5. Logical and coherent presentation	1
6. Official style of presentation	2
7. Length (120-150 words)	1

Negotiations assessment criteria
(International negotiations)

Maximum number of points – 20

Criteria	Grade points
Theoretical level of knowledge	**3**
Quantity and quality of ideas put forward	**2**
Argumentation of the ideas put forward (supporting materials with factual and statistical data)	**3**
Ability to listen to opponents and conduct a discussion	**2**
Elocution (clarity, coherence, focus, etc.)	**2**
Ability to defend the own point of view using effective negotiation strategies	**4**
Speech literacy	**1**
The degree of participation in the general discussion, contribution to the team work	**3**
Total:	**20**

Written translation assessment criteria

Maximum number of points – 20

Criteria	**Description**	**Grade points**
Genre-style adequacy	The translation does not contain genre-style distortions	4
	The translation contains one genre-style distortion	3
	The translation contains two genre-style distortions	2
	The translation contains no more than three genre-style distortions	1
	Genre and stylistically inadequate translation	0
Grammar accuracy	There are no grammar mistakes in the translation	4
	There are no more than two grammar mistakes that do not complicate understanding of the text	3
	There are no more than four grammar mistakes that do not complicate understanding of the text	2
	There are no more than six grammar mistakes, many of them complicate understanding of the text	1
	Numerous grammar mistakes make it difficult to understand the text	0
Vocabulary	There is no more than one inaccuracy in word usage, but the vocabulary is used correctly	4
	There are no more than two inaccuracies in word usage, but the vocabulary is used correctly	3
	There are no more than three inaccuracies in word usage or the vocabulary is limited	2
	There are no more than four inaccuracies in word usage, many of them complicate understanding of the text	1
	Numerous inaccuracies in word usage make it difficult to understand the text	0
Semantic accuracy	The content of the English text is conveyed completely, without semantic distortions in the translation	8
	The translation contains one semantic distortion	7
	The translation contains one semantic distortion and no more than one mistake that do not misconstrue the meaning	6
	The translation contains two semantic distortions	5

	The translation contains two semantic distortions no more than two mistakes that do not misconstrue the meaning	4
	The translation contains two semantic distortions no more than three mistakes that do not misconstrue the meaning	3
	Three semantic distortions and no more than three mistakes that do not misconstrue the meaning	2
	Four semantic distortions and more than three mistakes that do not misconstrue the meaning	1
	The final text is semantically unrelated to the original	0
Total		**20**

Oral speech proficiency is assessed in the form of solving cases, debates, role-playing, prepared monologue statements on the topics studied.

Criteria for evaluating case solutions

Maximum number of points – 10

Criteria	**Grade points**
1. Format of the presented solution	1
2. Validity and correctness of the presented solution	3
3. Competent and logical presentation of the solution	2
4. Ethics of discussion	2
5. Group activity	2

Debates and role-play assessment criteria

Maximum number of points – 20

Criteria/Points	**5**	**4**	**3**	**2**
Cohesion and coherence	All arguments are stated clearly, logically and consistently	Basically, the arguments are posed clearly, there are some violations in the structure and logic of the presentation	Significant violations in the logic and sequence of presentation, which complicate understanding	The statement is unstructured, the arguments are posed inconsistently
Argumentation	High level of argumentation (examples, facts, statistics, references to authoritative sources)	Good level of argumentation, with minor flaws (insufficient justification)	Average level of argumentation, insufficient vigor	Low level of argumentation (arguments do not relate to the problem under discussion) or its absence

Rebuttal and defense	High level of counterargument (problems and weaknesses in the opponent's position are indicated, objections are supported by arguments)	Good level of counterargument, there are minor problems in the position defense	Average level of counterargument, there are serious problems with the position defense and opponent's arguments rebuttal	Weak level of counterargument, inability to point out weaknesses in the opponent's position and defend the own point of view
Speech characteristics	The statement is correct in terms of vocabulary, grammar and pronunciation. The manner of presentation is very convincing	The statement is basically correct in terms of vocabulary, grammar and pronunciation. The manner of presentation is convincing	There are violations in the correctness of the statement in terms of vocabulary, grammar and pronunciation. The manner of presentation does not contribute much to the vigor of arguments	Serious violations in the correctness of the statement in terms of vocabulary, grammar and pronunciation, complicating understanding The manner of presentation is unconvincing
Total: maximum 20 points				

Criteria for evaluating a prepared monologue statement on the studied topics (report, description, story)

Maximum number of points – 10

Criteria	**Description**	**Grade points**
Grammar	Poor knowledge of simple grammatical forms / does not try to use more complex constructions	0
	Limited knowledge of simple grammatical forms / does not try to use more complex constructions	1
	Good use of simple grammatical forms / poorly tries to use more complex constructions	2
	Good use of simple grammatical forms / tries to use more complex constructions	3
Vocabulary	Uses individual words and phrases	0
	Uses a limited vocabulary to discuss familiar situations	1
	Mainly uses the appropriate vocabulary to discuss familiar topics	2
	Uses the appropriate vocabulary to discuss a number of familiar topics	3
Fluency	A significant number of hesitation pauses / frequent repetition of information	0
	Gives answers that go beyond a short phrase, with some pauses / sentences mostly correspond to the subject / there are some repetitions / uses only the basic techniques of logical communication	1

	Pronounces long fragments of speech with uncertainty / mainly correctly uses a number of linkers / there is a certain number of repetitions	2
	Pronounces long fragments of speech, making hesitation pauses/ uses linkers correctly / uses few repetitions	3
Pronunciation	Limited phonological skills; the statement is mostly understandable	0.5
	Shows good phonetic and phonological skills at the level of words/sentences	1

4. List of typical questions, tasks, topics used for end-of-term assessment

End-of-term assessment in the course (training module) "The English Language. Leadership and Communication in Science, Industry and Academia" is held at the end of each semester.

Semester 1 (B2/C1) – pass/fail exam
Written part: a test on the material studied.
Oral part: analysis of a problem situation in teamwork and ways to settle it.

Example of a typical task to the written part of the pass/fail exam

I. Listen to the interview with a specialist in change leadership about the problems he has at work. Decide whether these statements are true or false. Correct the false ones.

1. He often works with a large number of people
2. His clients have some complicated problems
3. His biggest problem is having enough time to do a good job
4. He also faces urgent requests for help when he is already very busy.

II. Match the leadership styles with their descriptions.

Directive leader	controls the group's communication by conveying specific instructions to members
Participative leader	views group members as equals, welcomes their opinions, summarizes points that have been raised, and identifies problems that need discussion rather than dictating solutions
Supportive leader	attends to group members' emotional needs
Achievement-oriented leader	sets challenging goals and communicates high expectations and standards to members

Example of a typical task to the oral part of the pass/fail exam

You all work as part of a small team. One team member wastes a lot of work time playing games, making personal phone calls, taking long cigarette breaks and takes a lot of time off sick. As a result, the rest of the team has to work extra hours in order to meet the team's targets. He also happens to be the CEO's nephew. You're going to have a meeting to discuss a plan of action.

Semester 2 (B2/C1) – grading test

Written part: as a team member, write a group project (scientific project, business plan, technological/production solution, etc.) considering genre and style characteristics.

Oral part: to present a project to a competent audience and/or non-specialists, adapting it according to the needs of the audience and using effective methods of interpersonal and intercultural interaction (persuasive influence, argumentation, expression of disagreement, interaction with an unfriendly audience, etc.).

Criteria for evaluating end-of-term assessment tasks

End-of-term assessment (pass/fail exam / grading test) is conducted in oral and written forms at the end of each semester in order to identify whether the graduate's level of competencies formed in the course (training module) corresponds to the requirements of the MIPT educational standard in the field of training within the scope of the work program. The grade for the pass/fail exam / grading test is 20% of the total grade for the semester.

Written work during the end-of-term assessment has the form of a test. The grade is set by adding up the points received by students for all tasks and calculating the ratio of the points scored to the maximum possible number of points for written work.

The oral part of the pass/fail exam / grading test is examined by a teacher who does not conduct classes in this group. The grade is based on the evaluation criteria of a monologue/dialogical statement. The final grade for the oral and written part equally includes assessment of the skills in all types of speech activity: listening, reading, speaking, writing.

End-of-term assessment upon completion of the course (training module) is carried out in the 1st semester in the form of a pass/fail exam and in the 2nd semester in the form of a grading test, each of them consists of 2 parts: oral form (reading / speaking / listening / interpretation) and written form: written work, testing to determine the level of the language competence (German language) maturity, for solving communicative tasks in the socio-cultural, academic and professional-business spheres of activity, as well as for the development of professional and personal qualities of students.

End-of-term assessment criteria

Mark	**Grade**	**Criteria**
Excellent	10	Grade "Excellent (10)" corresponds to 96-100 points in the rating system.
	9	Grade "Excellent (9)" corresponds to 91-95 points in the rating system.
	8	Grade "Excellent (8)" corresponds to 86-90 points in the rating system.
Good	7	Grade "Good (7)" corresponds to 81-85 points in the rating system.
	6	Grade "Good (6)" corresponds to 76-80 points in the rating system.
	5	Grade "Good (5)" corresponds to 71-75 points in the rating system.
Satisfactory	4	Grade "Satisfactory (4)" corresponds to 66-70 points in the rating system.
	3	Grade "Satisfactory (3)" corresponds to 60-65 points in the rating system.
Unsatisfactory	2	Grade "Unsatisfactory (2)" corresponds to 48-59 points in the rating system.
Unsatisfactory	1	Grade "Unsatisfactory (1)" corresponds to 0-47 points in the rating system.

Criteria for evaluating case solutions

Maximum number of points – 10

Criterion	**Grade points**
Format of the presented solution	1
Validity and correctness of the presented solution	3

Competent and logical presentation of the solution	2
Ethics of discussion	2
Group activity	2
Total	**10**

Business project evaluation criteria

Maximum number of points – 20

Criterion	**Grade points**
Relevance of the project for the modern development of the country	5
Completeness of the disclosure of the business idea	4
Structuring and consistency of the information provided	3
Risk accounting, well-thought-out plans	3
Economic efficiency (profitability, cost effectiveness, payback)	3
Visual clarity and quality of design	2
Total	**20**

Scientific project evaluation criteria

Maximum number of points – 20

Criterion	**Grade points**
Relevance of the research topic. Compliance with priority scientific fields	2
Research problem	4
Research matters	3
Purpose and objectives of research	3
Methodology and methods of research	4
Scientific novelty	2
Theoretical significance	1
Practical significance. Connection of the scientific project with major scientific projects, topics	1
Total	**20**

Criteria for evaluating a scientific and technological project

Maximum number of points – 20

Criterion	**Grade points**
Justification of the project relevance	5
Validity of the product characteristics	4
Logic of step-by-step planning (tasks)	5
Defense (structuring, consistency, clarity, answers to questions)	4
Project originality	2
Total	**20**