



## Humanities and Liberal Arts School (Faculty)

### Bachelor's Program in English Philology

#### Curriculum

##### Name of educational program

English philology

##### Higher academic education level

Undergraduate

Qualification to be awarded 0231.1.2.

**Bachelor of English Philology**

##### Program Manager

Rusudan Tsitsishvili

Detailed information on the qualifications of the program manager and his / her scientific and pedagogical activities are given in the documents attached to the program.

##### Program volume

The undergraduate program in English Philology is based on the ECTS system. To earn a bachelor's degree in English Philology, a student must earn 240 credits under an educational program.

The undergraduate program in English Philology gives the student a great opportunity to plan their own educational profile.

The English Philology program consists of training courses and free components relevant to the core curriculum.

The standard duration of study for the undergraduate program in English Philology is 4 years, 8 semesters.

During the year the student accumulates 60 credits, i.e. 30 credits per semester, however depending on the individual workload of the student the number of credits per year may be more than 60 credits or less but not more than 75 credits.

The student accumulates 162 credits in the compulsory study component, and 78 credits in the elective component.

1. The student accumulates 135 credits in the compulsory courses of the relevant content of the main field of study, which includes an internship component of 12 credits.

2. By choosing the relevant content of the main field of study, the student must accumulate 42 credits in the study courses, which include a research component. The research component will be implemented by the student either in the case of a bachelor's thesis (12 credits) or a group project (6 credits).

3. In the free component part, the student must accumulate 63 credits, which include 24 compulsory credits and 39 elective credits, which aim to help the student develop and / or deepen general transfer skills and expand his / her field of interest.

4. In this part of the free component, the student can also earn 9 credits not only from the English Philology program, but also from another academic educational program of the same level at the Georgian American University, LLC.

or from an accredited academic educational program of the same level in another higher education institution of Georgia or from the academic educational program of the same level in a foreign higher education institution, if these credits are recognized accordingly by the legislation of Georgia.

#### **Language of instruction**

Georgian language (with English components)

#### **The purpose of the program**

The main purpose of the English Philology program is to promote the training of highly qualified specialists in the field of English with high qualifications, diverse general or professional knowledge, broad erudition and general, transfer and field-professional skills necessary for successful activities.

Therefore, the English Philology program is aimed at:

1. To study in-depth practical English of general profile at level C 1, as well as sectoral-professional English with its multifaceted subject matter and various professional-sectoral terminology. At the same time, study one of the other foreign languages he / she has chosen (Russian, Spanish, French, German) in order to use the given language purposefully at A 2 level.

2. To facilitate the further development of his / her thinking, both by studying the peculiarities of English grammatical, phonetic-phonological and lexical-semantic systems and their systematic research methods, as well as by the general and field linguistics and critical understanding of the development of centuries-old European literature; To arouse the desire

for scientific research.

3. To develop the culture of writing and speaking in English in different types of professional-field and scientific-research context, to teach logical and critical understanding of different types of academic, field-professional or artistic / non-artistic material, to promote the expression of his / her personal opinion and evaluations.

4. To help realize the importance of existing digital information technologies in real life and to contribute to the development of general and specific transfer skills tailored to any profession through targeted, consistent work on them.

5. To promote high standards of professionalism and to lay down the necessary ways for their implementation, to develop professional courage through the establishment of national values and universal values within a unified system of moral principles and a code of professional-ethical behavior, to awaken a sense of civic and social responsibility.

6. Develop skills for working on a bachelor's thesis or group project and assist in their preparation.

#### **Prerequisites for admission to the program**

Only a holder of a state certificate of full general education or a person equal to him / her who is enrolled on the basis of the results of the Unified National Examinations and has passed the examination in English is eligible to study for a bachelor's degree.

Students can be enrolled in the English Philology Bachelor's program without the Unified National Examinations only in exceptional cases provided by the legislation of Georgia.

#### **Field of employment**

After completing the program, the Bachelor of English Philology of the Humanities and Liberal Arts School will have the opportunity to work in all types of institutions (public, private, non-governmental organizations),

Because of the multifaceted knowledge acquired at the end of the program and the variety of professional or general transfer skills, both in English and Georgian, as well as in any other foreign language, special importance is attached to the highly competitive labor market in Georgia.

Therefore, English Philology graduates will have the opportunity to work as:

- Translators of fiction, professional-scientific-research literature, English-language films, screenplays and plays, as well as any type of documentation in publishing houses, TV / film companies and information centers.
- Sectoral-professional, scientific-research and fiction literature editor-proofreaders and assistant editors in various types of (including online) field, scientific and literary journals; Bilingual documentation (Georgian and English), advertising and

information brochures, booklets and flyers, web-pages required for various types of social media,

- texts required for presentation and / or press releases as part-editor- proofreaders in embassies, public and private institutions, travel, advertising and news agencies.
- Assistant teachers in public and private secondary schools, language schools and centers, both traditional and distance / online teaching.
- Editors of magazines, newspapers and radio and television programs, notaries, consultants and lawyers, office managers and project as assistants to managers, directors of the literary section of the theater, and speech writers;
- As presenters, correspondents and correspondent assistants, social media administrators, party organizers, DJs, presenters, guides and tour operators - drivers in marketing, management and public relations departments.

The graduate of the Bachelor of English Philology program will have the right to continue his / her studies in the Master's program in Language Sciences, Literature, English Language Teaching Methodology, English, American Studies, and other humanitarian fields, if his / her actions do not contradict the law of Georgia.

### Learning Outcomes

English Philology Graduate:

1. Possesses and purposefully uses the four basic English language skills at C 1 level: reads, writes, speaks, understands and responds adequately to English within the competence of the English language at this level. Under the program can pass the Common European Framework of Reference (CEFR) for the C1 level Cambridge International Examination (CAE) as defined by the CEFR standard; Also, after passing the 12-credit course of the second foreign language, can pass the same type of international exam in the second foreign language of his / her choice and gain the international qualification of the language at A2 levels.
2. On the one hand, deeply understands the unity of grammatical (morphological-syntactic), phonetic-phonological and lexical-semantic systems of modern English, the peculiarities of their joint functioning, As well as the various functions of the centuries-old English literary language and the ways of revealing their expressive abilities in written or oral language, as well as in-depth understanding of the thematic diversity of sectoral-professional English language, interrelationships and importance of its fields of functioning.
3. Understands, describes and explains the ways of development of different language sciences and literary currents and the similarities between the various professional-sectoral languages and based on the theoretical knowledge gained in their field, convincingly substantiates the value of scientific information in a particular field.
4. As a participant in English-language discussions and debates, as well as in modern form, technologically sound professional presentations and conference presentations, boldly expresses his / her thoughts, attitudes and assessments, consistently and

argumentatively discusses a variety of general and professional topics.

5. Performs different types of writing in English depending on specific academic or field - professional requirements: writes different types of course work (e.g. essay), different types of essays (argumentative essays), individual or group project report, film review / On a book, a summary of a story or article, etc.
6. Uses the digital technology resources at his / her disposal throughout the process of working on text, audio, multimedia material (for information retrieval, in-depth processing, systematization and proper modeling).
7. Finds any type of information (scientific, field - professional, artistic, non-artistic, business) in connection with a specific topic or text, critically understands and processes the obtained information based on the requirements of the field, systematizes and contextually interprets it with relevant or relevant research topic Lays it out.
8. Identifies and uses autonomous learning skills and strategies and assessment and self-assessment criteria as needed to understand the progress of the academic process.
9. Writes a research paper or participates in a group project based on pre-arranged guidelines.
10. Follows the process of global development of humanities, news and achievements of science; Permanently updates his professional knowledge, refines existing skills and develops new, effective skills.
11. Plans his / her further professional development path, effectively manages his time and resources. Is a knowledgeable, educated, hardworking, active, self-confident, organized, purposeful, independent / self-sufficient, with high ethical and moral values and high social responsibility.

### Teaching-learning methods

In the learning process, depending on the specifics of the specific training course, teaching-learning methods and appropriate activities are used, which are reflected in the syllabi of the relevant training courses.

Teaching - Learning Methods:

/ Lecture / Seminar / Practical Course / Undergraduate Thesis / Individual / Group Project / Study Internship / Distance Learning / Homework / Class Homework and more

#### Activities:

- o Work on the book
- o Written work;
- o Verbal explanation;
- o Demonstration;

- o Discussion / debate
- o Project-Based Learning (PBL)
- o Problem-based learning (PBL)
- o Cooperative training
- o Brain storming.
- o Collaborative work;
- o Project development and presentation (oral, Power Point, etc.);
- o Practical methods
- o Action-oriented method
- o Independent learning (preparation of essay, abstract, project, report)
- o Learning with electronic resources

### **Evaluation system**

Acceptance / accumulation of credits in the relevant learning component by the student involves active participation in the teaching process and is based on the principle of continuous assessment of acquired knowledge. The level of achievement of learning outcomes is assessed according to the assessment system approved by the Order # 3 of the Minister of Education and Science of Georgia of January 5, 2007 "On the Rule of Calculation with Credits of Higher Education Programs".

Assessment of the level of achievement of learning outcomes includes forms of assessment - intermediate and final assessment, the sum of which is the final assessment - 100 points.

Assessment forms include the assessment component (s) that determines the student's knowledge / understanding and / or ability and / or autonomy / responsibility assessment method (oral / written test, oral / written survey, practical / theoretical work, homework, etc.). Assessment components integrate assessment methods (test, essay, presentation, etc.). The evaluation method is measured by evaluation criteria.

Each form and component of the assessment has a share of the total assessment score (100), which is reflected in a specific syllabus.

Each form of assessment has a minimum competency threshold - a minimum of 25 points for the intermediate assessment and a minimum of 16 points for the final assessment.

The minimum competency threshold can also be set for the assessment component / components, which will be described in detail in the course syllabus.

It is not allowed to grant credit using only one form of assessment. Credit is awarded to the student in case of a positive grade.

Program Learning Component Assessment System:

**Five types of positive reviews**

- (A) Excellent - 91-100 points of assessment;
- (B) Very good - 81-90 points for maximum grade;
- (C) Good - 71-80 points of maximum evaluation;
- (D) Satisfactory - 61-70 points of maximum evaluation;
- (E) Sufficient - 51-60 points for maximum grade.

**Two types of negative evaluations**

- (FX) Didn't pass - a maximum score of 41-50, which means that the student needs more work to pass and is allowed to take an additional exam once by working independently;
- (F) Fail - maximum rate of 40 points and less, which means that the student's work is not enough and he should study the subject again.

In case the (FX) additional exam is appointed not less than 5 calendar days after the announcement of the final exam results.

Cumulative points are calculated at the end of the study process to determine the student's final grade and to encourage them (cumulative points are also calculated at the end of each semester). The cumulative score is calculated as follows: the number of points earned by a student in each course is multiplied by the number of credits allocated to that course, and then the sum of these numbers is divided by the number of credits accumulated by the student.

**Resources to be achieved for the implementation of the program****Material resources:**

- Space provided by law (training and support);
- Auditoriums equipped with appropriate equipment, conference halls, academic staff work rooms, space for administration work;
- Uninterruptible power supply system;
- Bathrooms;
- Natural lighting;
- Heating facilities;
- Fire safety mechanisms and fire-fighting equipment;
- Evacuation plan;
- Medical assistance mechanisms (medical office);
- Mechanisms to ensure order (University protection);
- Adequate number of computers and access to the Internet;
- Library equipped with relevant textbooks of the educational program and modern

information-communication technologies;

**Human resources:**

- Academic staff selected in accordance with the legislation of Georgia and taking into account their qualifications.
- Practitioners and scientists with relevant qualifications are invited to the University as researchers and teachers.

**Target marks for the learning outcomes of the undergraduate program in English Philology**

1. Possesses and purposefully uses the four basic English language skills at C 1 level: reads, writes, speaks, understands and responds adequately to English within the competence of the English language at this level. The program can pass the Common European Framework of Reference (CEFR) for the C1 level Cambridge International Examination (CAE) as defined by the CEFR standard; He / she can also take the same type of international exam in the second foreign language of his / her choice after passing a 12-credit second foreign language course and gain an international language qualification at A2 levels.

Target benchmark:

In order to evaluate the learning outcome, students' achievements in the following training courses are evaluated:

- English - C1 + - 1
- Practical English Grammar B2
- English Phonetics 2
- Reading skills 4
- Text Interpretation 1 (prose / short story)
- Text Interpretation 2 (Drama / Poetry)
- Academic Writing 2
- General Psychology
- Ethics
- Russian language 4
- Spanish language 4
- German language 4
- French language 4
- Computer skills 1
- Learning skills
- Presentation skills

2. On the one hand, is deeply aware of the unity of the grammatical (morphological-syntactic), phonetic-phonological and lexical-semantic systems of language in general, and of modern English at the same time, and the peculiarities of their joint functioning. On the



other hand, the various functions of the English literary language and the ways of revealing their expressive abilities in written or oral language, as well as in-depth understanding of the thematic diversity of the professional English language, the interrelationships and importance of its fields.

3. Understands, describes and explains the ways of development of different language sciences and literary currents and the similarities between the various professional-sectoral languages and the inter-sectoral similarities - based on the theoretical knowledge gained in their field, convincingly substantiates the value of scientific information in a particular field.

Target benchmark:

In order to evaluate the learning outcomes 2 and 3, students' achievements in the following training courses are evaluated:

- English language - C1 + - 1
- Reading skills 4
- Text Interpretation 1 (prose / short story)
- Text Interpretation 2 (Drama / Poetry)
- Academic Writing 2
- Practical English Grammar B 2
- English Phonetics 2
- Presentation skills
- English language morphology
- English syntax
- English Language Vocabulary
- English language stylistics
- History of English
- Great Books: The Idea of Founding and the Founders
- Great books: Drama from different perspectives
- Great Books: Rebellion Against the Gods
- Great Books: Political Regimes
- 20th Century English Literature
- 20th Century American Literature
- General Psychology
- Ethics

In the above-mentioned courses, students' achievements are measured by both their theoretical basic knowledge and their practical skills.

4. Expresses his / her thoughts, attitudes and assessments, participates in English-language discussions and debates, as well as in modern form, in technologically sound professional presentations and conference presentations, discusses a variety of general and professional topics in a consistent and argumentative manner.

- Presents conference or presentation material in an orderly manner based on existing digital technology resources
- Effectively uses various forms of linguistic and extralinguistic communication during the presentation / presentation, taking into account the interests of the audience
- Adequately answers the questions asked by the audience
- Adheres to the time limit set for the presentation or presentation
- Actively engages in group discussion of a specific topic, shares the information available to group members as needed, asks critical questions, listens carefully to answers, responds based on reconciliation of opinions expressed in compliance with all ethical norms
- Uses complex grammatical structures and a variety of vocabulary appropriate to a particular style and register when speaking
- Has an adequate pronunciation, uses natural rhythm and intonation when speaking fluently

Evaluation methods / components:

Homework / Class work / Individual work / Group work / Book work / Internet resources teaching / Individual / Group presentation / Verbal method / Explanatory method / Discussion / Debate / Project-based learning / Problem-based learning / Individual / group project / Thesis / course work

5. Performs various types of written work in English depending on the specific scientific or academic, field-professional requirements: writes different types of course work (eg abstract), different types of essays (argumentative essays), individual or group project report, review On a movie / book, short story or article content, etc.

- Understands the process of academic writing in depth: logically arranges material related to a specific topic
- Has the ability to model academic text appropriately
- Effectively bears the structure of a written paper based on specific requirements, uses the appropriate paragraph type of the chosen structure (eg description, narrative, etc.)
- Selects appropriate complex grammatical structures and appropriate functional and thematic vocabulary based on the writing style and register
- Adheres to existing norms of spelling and punctuation

Evaluation methods / components:

Homework / Class work / Individual work / Book work / Group work / Teaching with Internet resources / Written method / Explanatory method / Course work / Essay / Project report / Project-based learning

6. Uses the digital technology resources at its disposal throughout the process of working on text, audio, multimedia material (for information retrieval, in-depth processing, systematization and proper modeling).

- Uses Google Cloud Services to retrieve and store any type of information
- Uses various types of social media (websites created by him, Facebook pages and blogs) for a variety of professional communications, to support professional activities, etc.
- Uses a variety of office programs for professional presentation, research project, conference paper, research paper, etc. During the preparation process and its submission:
  - o Windows 7/10,
  - o Ms. Word 2007 - 2013,
  - o Ms. Excel 2007 - 2013,
  - o Ms. Power Point 2007 -2013,
  - o Internet Explorer

Evaluation methods / components:

Homework / Class work / Individual work / Teamwork / Internet resources training / Explanatory method / Problem-based learning / Demonstration / Practical methods / Collaborative learning / Presentation / Project

7. Finds any type of information (scientific, field - professional, artistic, non-artistic, business) in connection with a specific topic or text, critically understands and processes the obtained information based on the requirements of the field, systematizes and contextually interprets it with relevant or relevant research issues. Lays it out.

- Find a variety of scientific literature related to language sciences and literary studies in English (and Georgian)
- Uses research methods typical of the scientific field, research skills based on the understanding of voluminous material
- Convincingly formulates the results of the research obtained orally or in writing
- Analyzes textual, audio and / or multimedia information obtained on any topic or text, enriches it with additional details and presents it with appropriate evaluative

comments in an appropriate form

- Has the ability to understand both fiction and non-fiction text, in-depth understanding of the content and emotional information received from the text, perception of the author's utterance, interpretation and conveying it in the appropriate form

Evaluation methods / components:

Homework / Class work / Individual work / Internet resources teaching / Course work / Essay / Research project / Scientific research paper / Presentation / Practice

8. Identifies and uses autonomous learning skills and individual strategies and assessment and self-assessment criteria to understand the progress of the academic process.

- Independently plans its own academic process
- Describes and achieves desired educational goals
- Performs various types of academic, field - professional work independently
- Develops self-assessment of one's own achievements based on evaluation strategies
- Summarizes the conclusions drawn in a familiar field - professional environment and uses them convincingly in the new context
- Freely participates in any type of teamwork and participates in its management, purposefully uses appropriate strategies to evaluate the various stages of the work process and the step-by-step tasks

Evaluation methods / components:

Individual work / Teamwork / Course work / Essay / Individual / Group project / Scientific research paper / Presentation / Practice

9. Writes a research paper or participates in a field group project based on previously received instructions.

- Fully follows the structure of the scientific research paper
- The thesis presented in the paper is clear, concrete and reinforced by arguments
- Appropriate method of scientific research is used
- A variety of relevant literature has been developed and included
- Identifies and uses the ability to solve the problem in a proper / relevant way
- is a team player - actively participates in all stages of research project work (eg planning, writing, presentation)
- Regularly evaluates its activities in relation to the consistent stages of the project and the final goal - submits a fully completed self-assessment diary, provides

comprehensive explanations

Evaluation methods / components:

individual work / group work / group project / scientific research paper / presentation / practice

10. Monitors the process of global development of the humanities, news and achievements of science; Permanently updates his professional knowledge, refines existing skills and develops new, effective skills.

- Observes science news in the field of language sciences and literary studies
- Can search, systematize and use the desired information in connection with the implemented scientific changes
- Through critical understanding of the information obtained can both supplement / update and deepen knowledge, as well as develop new, desirable skills

Evaluation methods / components:

Individual work / group work / group project / scientific research paper / practice

11. Plans his / her further professional development path, effectively manages his time and resources. Is a knowledgeable, educated, hardworking, active, self-confident, organized, purposeful, self-sufficient, with high ethical and moral values and high social responsibility.

- Able to independently identify his / her educational needs and plan his / her continuing professional development
- Can manage its realized (human) resources appropriately, as well as gradually realize its potential resources
- Can make optimal use of time resource
- Can manage the material resources at his / her disposal appropriately
- Can take the initiative and get the desired result
- Able to perform his / her duties at a professional level, properly plan and manage the work process, take full responsibility for his / her own actions

Evaluation methods / components:

Individual work / group work / group project / scientific research paper / practice

## Criteria for evaluating target benchmarks

	Criteria					
	A	B	C	D	E	F
Target benchmarks	Outstanding use of ability defined by the indicator to form obvious Conclusions displaying the highest skills of evidence synthesis via analytical way	Very good use of skills defined by the indicator, to form obvious conclusions., displaying the high skills of evidence synthesis via analytical way	Good use of skills defined by the indicator to form obvious conclusions., displaying the high skills of evidence synthesis via analytical way	Average Use of ability, defined by the indicator to form obvious conclusions., displaying the satisfactory ability of evidence synthesis via analytical way	sufficient use of skills defined by the indicator to form obvious conclusions., displaying sufficient skills of evidence synthesis via analytical way	Insufficient use of skills defined by the indicator to form obvious conclusions., displaying insufficient skills of evidence synthesis via analytical way

Appendix 1: Program Curriculum and Outcome Map

Annex 2: CV - Rusudan Tsitsishvili