



DAUG
David Aghmashenebeli University of Georgia

Approved by:

Bachelor's Education Program

English Philology

Faculty: Journalism and Humanities, Level of Teaching The first level of academic higher education; Qualifications Framework Level: Level VI of the National Qualifications Framework

Wide field: 02 Arts and Humanities

Arts and Humanities

Narrow field: Languages

Detailed Field: Language Acquisition, Language of instruction: Georgian

Qualification to be awarded: Bachelor of English Philology

Bachelor of English Philology, Duration of the program: Four years (8 semesters).

Program volume in credits: 240 credits

Prerequisites for studying in the program: A person with a complete general education has the right to enroll in a program by successfully passing the Unified National Examinations, through internal or external mobility, or without passing the Unified National Examinations, following the rules established by the legislation of Georgia.

The Head of the Programme:

Tamar Tvaladze, Associate Professor
Lasha Chakhvadze, Associate Professor

The aim of the program

The educational program aims to cultivate a specialist in English philology who is competitive in both local and international labor markets, per the B2 level of the Common European Framework of Reference (CEFR). The program aims to provide students with broad knowledge of fundamental theoretical and practical aspects of the English language and literature, contemporary issues, historical-cultural developments, linguistic theories, and literary studies. Furthermore, it aims to develop students' abilities in editing, translating, interpreting, and conducting research in both literary and specialized literature, fostering the skills to engage in discussions, formulate reasoned conclusions, and communicate effectively through various mediums. Additionally, the program aims to enable students to deepen their professional knowledge independently, contribute to the development of multicultural environments, and engage with modern professional and ethical standards. Furthermore, it includes the attainment of appropriate competence in a second foreign language.

Learning outcomes

Knowl edge and Understanding	1. Demonstrates comprehensive professional knowledge required for an English philologist at the Common European Framework of Reference (CEFR) level B2, encompassing thorough exploration of theories and practical aspects, principles, and contemporary issues in all four forms of communication (reading, writing, speaking, and listening) within the fields of linguistics and literary studies; 2. Describes fundamental terminology in the field of philology and specialized languages (such as journalism, business, etc.) in Georgian, English, and a chosen foreign language, along with the intricacies of text translation; 3. Exhibits understanding of the English language as a precise systematic mechanism, encompassing speech style, pronunciation, structural elements, lexical and grammatical categories, and stylistic techniques; 4. Expounds upon the evolution of the English language and literature, covering historical, stylistic, lexical, grammatical, and cultural developments, as well as diachronic progression, contemporary trends, and directions.
Skills	5. Utilizes various communication methods effectively, engaging with both specialists in the field and professional circles, as well as other interested parties. 6. Engages in dialogue and discussions in English, articulating and defending opinions using appropriate grammatical structures;

	<p>7. Demonstrates proficiency in using specialized vocabulary and terminology at the appropriate level in English, both in written and oral communication;</p> <p>8. Analyzes, processes, translates, and interprets texts with individual commentary, succinctly and logically conveying ideas when compiling documents, preparing annotations, references, and presentations;</p> <p>9. Distinguishes between variants of the English language, addressing issues related to their historical- cultural and societal contexts, and identifies specific characteristics of specialized terminology used across various fields (e.g., journalism and business), formulating relevant conclusions;</p> <p>10. Conducts effective searches for relevant library resources and utilizes both print and electronic sources in accordance with academic standards, to develop and prepare independent research or practical papers following predetermined guidelines. Additionally, the individual can create presentations using modern information and communication technologies.</p>
<p>Responsibility and Autonomy</p>	<p>11. Recognizes and upholds the principles of professional ethics and academic integrity;</p> <p>12. Demonstrates the ability to enhance acquired professional knowledge by staying updated on current developments in linguistics and literary studies, as well as scientific advancements in interdisciplinary and intercultural contexts.</p>

Volume of an educational program:

The Bachelor's educational program in English Philology is structured based on ECTS credits, prioritizing a student- centered approach. It is designed around the workload required for students to achieve the learning outcomes outlined by the program components. The duration of the program is 4 academic years or 8 semesters and includes 240 credits (1 credit = 25 hours; 240 credits of the program = 6000 hours).

Within the framework of the program, the student's study load encompasses both contact and independent study hours, including: study courses (lectures, practical work such as group projects and seminars, preparation for and completion of mid- term and final exams), bachelor's thesis (preparation and defense), and internships. A student's full workload per semester comprises 30 credits (30 credits = 750 hours) and totals 60 credits over one academic year. However, considering the specificities of the educational program and/or the student's individual curriculum, it is permissible for the student's study load to be less than 60 credits or exceed 60 credits, but not surpass 75 credits during one academic year.

Programme Structure

The development of pertinent knowledge, skills, responsibility, and autonomy for the Bachelor of English Philology is grounded in the synthesis of relevant mandatory and elective training courses/components, along with the free component (both mandatory and optional) training courses offered by the program.

Bachelor's Program in English Philology - 240 credits:

Academic courses/components of the major field of study: 190 credits

- Compulsory academic courses/ components - 138 credits, including:
 - practice- 10 credits.
 - Bachelor's thesis - 10 credits
- Elective study courses - 52 ECTS credits

Free Component:

50 credits

- Mandatory academic courses - 30 credits
- Elective learning courses - 20 ECTS credits

Note: Within the credits allocated for optional courses in the free component, students can select courses from other bachelor's programs offered at DAUG. The only constraint on the selection is the presence of prerequisites for the chosen course.

Teaching - learning methods

The bachelor's program employs student- oriented teaching- learning methods that align with the program's objectives, content, and learning outcomes, ensuring the development of specialists with the requisite knowledge, skills, responsibility, and autonomy.

The learning process incorporates various teaching- learning methods, including interactive lectures, group work, practical exercises, seminars, independent study, utilization of electronic resources, explanations, oral presentations, case analyses, individual, pair, or group activities, discussions/debates, brainstorming sessions, written assignments, demonstrations, role- playing, situational games, contrastive approaches, cooperative learning, presentations, critical reading, comprehension, and commentary of educational materials, as well as the use of audio-video materials, among others.

Depending on the specific requirements of each component, these methods are applied selectively to enrich the learning experience,

fostering diversity in teaching approaches and enhancing the students' engagement in the learning process. The selection and application of teaching- learning methods aim to stimulate active participation among students in the learning process. By considering students' interests and needs, the approach ensures not only the acquisition of foundational knowledge but also the development of skills and the attainment of planned learning outcomes.

Student knowledge evaluation system

The evaluation of the achievement level of learning outcomes is done on a 100- point (max 100 point) system and includes two forms of evaluation- midterm evaluation and final evaluation. Minimal competency threshold of the midterm evaluation is 21 points. The minimum competency threshold for the final evaluation is 50% of the maximum grade for the final exam. It is impermissible to assign a credit by using only one form of evaluation (midterm or final evaluation). The final evaluation (points) of the academic course is the sum of the points obtained in the forms of midterm and final grades.

The system of evaluation involves:

Five types of positive evaluation: (A)

Excellent – 91-100 points;

(B) Very Good 81-90 points; (C)

Good - 71-80 points;

(D) Satisfactory - 61-71 points; (E)

Sufficient - 51-60 points.

Two types of negative assessments:

(FX) Did not pass – 41- 50 points, which means that a student requires more work to pass and is given one opportunity to pass an additional examination by means of an independent work;

(F) Failed - 0-40 points, which means that the work done by the student is not enough and he/she has to retake the course.

Evaluation components, methods, and criteria are outlined in the course syllabus. Information regarding the evaluation system and components is accessible to students.

Areas of employment:

A Bachelor of English philology can find employment opportunities in various sectors including the public and private sectors, non- governmental organizations, local and international associations, academic and research institutions, educational centers, banking and insurance firms, translation agencies, notary offices as translators, tourism industry, information agencies, cultural institutions, arts organizations, tourist companies, diplomatic missions, international organizations, etc. Additionally, graduates will have opportunities for practical work in

positions such as publishing houses, museums, archives, libraries, media, etc., which require a broad understanding of foreign languages, literature, and culture.

An Opportunity to Continue Studies

A graduate of the bachelor's program can pursue further studies at the master's level according to the law.

Material resource for the program implementation:

The undergraduate program is supported by library, material, and information technology resources that facilitate the attainment of program goals and outcomes. Namely: library materials, study halls equipped with necessary supplies, conference rooms, computer centers with relevant software, and workspaces for academic and administrative staff.

The library stocks mandatory literature as outlined in the syllabi of the study courses, along with other study materials, including electronic resources. The library's collection, comprising both print and electronic resources, is regularly updated to reflect current developments in the field, ensuring the fulfillment of learning outcomes and support for scientific research activities within the educational program. Moreover, Bachelor's students and staff have access to international electronic library databases. Namely: Cambridge Journals Online (<https://www.cambridge.org/core>); eDuke Journals Scholarly Collection (<https://www.dukeupress.edu/>); Edward Elgar Publishing Journals and Development Studies e-books (<https://www.elgaronline.com/page/70/journals>); IMF eLibrary (<http://www.elibrary.imf.org/?redirect=true>); Royal Society Journals Collection (<https://royalsociety.org/journals/>); SAGE Premier (<http://journals.sagepub.com/>), which provides a platform for students and staff to access the latest scientific data necessary to achieve the program's learning outcomes. BA students engage in practical experiences within various organizations and institutions, utilizing the available material and technical resources

Human resource for the program implementation:

The implementation of the bachelor's program is overseen by highly qualified personnel. The components of the educational program are led by academic staff, including affiliated and invited faculty members, who possess the requisite competence to achieve learning outcomes — holding a doctorate (or equivalent) academic degree, engaging in scientific research activities, and/or possessing practical experience in the field.

Financial support for the implementation of the program

The budget of the Faculty of Journalism and Humanities supports the educational program of English philology. It includes provisions for staff remuneration, updating the book fund and teaching materials, financing scientific research (including internal grants, conferences, etc.), funding student initiatives, and other activities. The allocation of financial resources from the faculty budget for the program is economically feasible.

The Head of the Programme:

Tamar Tvaladze, Associate Professor
Lasha Chakhvadze, Associate Professor

2.9	Democracy and Citizenship	-	5	125	15	15	2	32	93		x	x	x				
2.10	History of Religions	-	5	125	15	15	2	32	93		x						
2.11	Leadership as management Art	-	5	125	15	15	2	32	93						x	x	x
2.12	History of Georgian Culture	-	5	125	15	15	2	32	93							x	

3. Mandatory academic courses of the main field of study- 138 credits

3.1	Introduction to Linguistics	-	5	125	17	28	2	47	78	x							
3.2	Introduction to Literature Studies	-	5	125	15	30	2	47	78	x							
3.3	Introduction to English Philology	-	5	125	15	30	2	47	78	x							
3.4	Phonetics and Listening	-	5	125	0	30	2	32	93	x							
3.5	The English Language (grammar, analytical reading, speaking culture and vocabulary, writing culture) -1	3.3	8	200	-	116	4	120	80		x						
3.6	The English Language (grammar, analytical reading, speaking culture and vocabulary, writing culture) -2	3.5	8	200	-	116	4	120	80			x					
3.7	The English Language (grammar, analytical reading, speaking culture and vocabulary, writing culture) -3	3.6	8	200	-	116	4	120	80				x				
3.8	The English language (text interpretation, Business English, Press, Certificate) -4	3.7	8	200	-	116	4	120	80					x			

4.1	Theory of Literature	-	5	125	15	15	2	32	93	x							
4.2	General Linguistics (in English)	3.1	4	100	13	17	2	32	68		x	x	x				
4.3	History of American Literature 1 (in Georgian and in English)	-	4	100	15	15	2	32	68		x	x	x	x			
		3.7															
4.4	XX Century Literary Trends	-	3	75	14	16	2	32	43		x	x					
4.5	History of American Literature 2 (in Georgian and in English)	4.2	4	100	15	15	2	32	68			x	x	x	x		
4.6	Theoretical Phonetics	-	4	100	15	15	2	32	68			x					
4.7	Culturology	-	4	100	15	15	2	32	68			x					
4.8	History of Great Britain	-	4	100	15	15	2	32	68				x				
4.9	History of the USA	-	3	75	15	15	2	32	43					x			
4.10	Fundamentals of British Studies (in English)	3.8	3	75	15	15	2	32	43						x		
4.11	Introduction to Sociolinguistics	-	4	100	15	15	2	32	68				x	x			
4.12	English-Language Dramaturgy	-	4	100	14	16	2	32	68				x	x			
4.13	English for Academic Exam TOEFL	3.7	4	100	-	45	2	47	53					x	x		
4.14	English for Academic Exam IELTS	3.8	4	100	-	44	2	46	54						x	x	
4.15	English for specific purposes - Public Administration	3.8	3	75	-	30	2	32	43						x	x	
4.16	English for Specific purposes - Law	3.7	3	75	-	30	2	32	43				x	x			
4.17	English for Specific purposes	3.7	3	75	-	30	2	32	43				x	x			

	- Medicine																
4.18	Introduction Comparative Analysis of Germanic Languages	-	4	100	13	17	2	32	68								x
4.19	Linguistic Differences of British and American English Brief Course of	3.10	5	125	15	15	2	32	93								x
4.20	English Literature (in English)	3.9	3	75	14	16	2	32	43								x
4.21	Linguistic Differences of British and American English Brief Course of	3.10 3.19	5	125	15	15	2	32	93								x

Map of compliance of program goals and learning outcomes

N	Program Objectives:	Program Learning Outcomes
	<p>The aim of the educational program is to prepare a specialist in English philology, competitive in the domestic and international labor market, in accordance with the B2 level of the Common European Framework of Reference (CEFR).</p> <p>To provide the student with: broad knowledge of basic theoretical and practical issues of English language and literature, current problems, historical-cultural development processes, theories of linguistics and literary studies, basic aspects</p>	<ol style="list-style-type: none"> 1. Demonstrates the professional broad knowledge necessary for a specialist in English philology in accordance with the B2 level of the Common European Framework of Reference (CEFR), which includes a thorough study of theories and practical aspects, principles and the latest problems in four forms of communication (directed reading, writing, speaking and listening-auditing) , both in the direction of linguistics and literary studies; 2. Describes the basic terminology of the field of philology and sectoral language (press, business and others) in Georgian, English and a foreign language chosen by him, the specifics of text translation; 3. Demonstrates knowledge of the English language as a strict systematic mechanism, speech style, pronunciation, structure, lexical and grammatical categories, stylistic techniques; 4. Describes the ways of development of the English language and literature (historical, stylistic, lexical, grammatical, cultural and others), processes, its diachronic development, modern trends and directions;
	<p>The aim of the educational program is to prepare a specialist in English philology, competitive in the domestic and international labor market, in accordance with the B2 level of the Common European Framework of Reference (CEFR).</p>	<ol style="list-style-type: none"> 5. Uses different methods of communication, both with specialists in the field, as well as with professional circles and other interested parties in effective communication; participates in dialogue and discussion in English, defends one's own opinions using appropriate grammatical constructions;

<p>to develop the student's ability to: edit, translate, interpret and research basic literary and special literature, engage in arguments in a discussion, form a reasoned conclusion, communicate effectively in various ways, deepen professional knowledge independently, contribute to the development of a multicultural environment and modern professional and general/value categories; Also - appropriate competence in a second foreign language.</p>	<p>7. Utilizes specific field vocabulary in English, employing terminology at the appropriate level in both written and oral communication;</p> <p>8. Analyzes, processes, translates, and interprets texts with individual comments, conveying ideas concisely and logically when compiling documents, and preparing annotations, references, and presentations;</p> <p>9. Distinguishes between variants of the English language, addresses issues related to their historical- cultural and societal contexts, and identifies features of specialized terminology used in various fields (e.g., journalism and business), formulating relevant conclusions;</p> <p>10. Conducts searches for appropriate library resources, both print and electronic, adhering to academic standards, and develops and prepares independent work/research or practical papers following predetermined guidelines, utilizing modern information and communication technologies for presentation;</p>
<p>The educational program aims to prepare a specialist in English philology who is competitive in both the local and international labor markets, achieving proficiency at the B2 level of the Common European Framework of Reference (CEFR).</p>	<p>11. Recognizes and upholds the principles of professional ethics and academic integrity;</p> <p>12. Demonstrates the ability to enhance acquired professional knowledge by keeping up with current developments in linguistics and literary studies, as well as scientific innovations, within interdisciplinary and intercultural contexts.</p>

Bachelor program implementing staff

N	Surname, Name	Academic Position	Affiliation	Study course
1.	Kavtiashvili Rusudan	Professor	Affiliated	Introduction to English Philology; The English Language 1,2,3; The English Language 4,5,6; Theoretical Grammar of the English Language, Introduction to Comparative Analysis of Germanic Languages
2.	Kalandia Giorgi	Professor	Affiliated	History of Georgia History of Georgian Culture
3.	Liluashvili Giorgi	Invited Specialist		ICT Literacy
4.	Chakhvadze Lasha	Associate Professor		History of English Literature 1/2/3/4; American Literature 1/2 (In Georgian and English)
5.	Kokaia Inga	Associate Professor	Affiliated	The English Language 4/5/6; Brief Course of the History of English Literature (in English); General Linguistics - in English; Stylistics (in English); English for Specific Purposes - Medicine
6.	Akobia Nestan	Associate Professor	Affiliated	The English Language 1/2/3; The English Language 4/5/6; Linguistic Differences Between British and American Variants of the English Language; Fundamentals of British Studies (in English)
7.	Khetaguri Tamuna	Associate Professor		Lexicology of the English Language; English for Specific Purposes - Law
8.	Manizhashvili- Shavliashvili Irina	Associate Professor		Introduction to Literature Studies; Theory of Literature; XX century Literary Trends
9.	Ketsbaia Nona	Associate Professor		Introduction to Linguistics
10.	Chkopoia Sopo	Associate Professor		The Art of Negotiation; The History of the USA; The Art of Public Speaking
11.	Lomidze Marina	Associate Professor		Fundamentals of Public Relations (PR)
12.	Shevardnadze Khatia	Associate Professor		Academic Writing: Critical Thinking
13.	Charkviani	Associate		Democracy and Citizenship

	Khatuna	Professor		
14.	Otkhozoria Nino	Associate Professor		History of Great Britain History of the USA

16.	Tvaladze Tamar	Assistant Professor		English for Academic Exam - IELTS; English for Specific Purposes - Public Administration; Theoretical Phonetics; Phonetics and Listening
17.	Tkeshelashvili Rusudan	Invited Staff		Foreign Language (French) 1,2,3,4;
18.	Tsertsvadze Nino	Invited Staff		Fundamentals of Psychology; Leadership - as Management Art
19.	Bochorishvili Irina	Invited Staff		Foreign Language (German) 1,2,3,4;
20.	Khetsuriani Tamar	Invited Staff		The English Language 4,5,6; text referencing, reviewing, translation (in English); Introduction to Translation Studies; English for Academic Exam - TOEFL
21.	Moralishvili Sophio	Invited Staff		the English Language 1,2,3 History of the English Language
22.	Gagoshidze Manana	Invited staff		Fundamentals of Philosophy; Introduction to Sociolinguistics; History of Religion; Culturology
23.	Patchkoria Ilia	Invited Staff		English-Language Dramaturgy
24.	Kilasonia Zhaneta	Assistant Professor	Affiliated	Sociology research methods.

Curriculum map

N	Study courses	Learning outcomes											
		Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9	Outcome 10	Outcome 11	Outcome 12
1	Introduction to Linguistics	1			1	1				1	1		
2	Introduction to Literature Studies	1			1	1	1				1		
3.	Introduction to English Philology	1	1	1	1	1				1	1		
4.	Phonetics and Listening	1		1		1					1		
5.	The English language (grammar, analytical reading, speaking culture and vocabulary, writing culture) -1	1		1	1	1	1				1	1	
6.	The English language (grammar, analytical reading, speaking culture and vocabulary, writing culture) -2	2		2	2	2		2			2	2	
7.	The English language (grammar, analytical reading, speaking culture and vocabulary, writing culture) -3	2		2	2	2	2				2	2	
8.	The English language (grammar, analytical reading, speaking culture and vocabulary, writing culture) -4	2	2	2		2	2	2	2		2		
9.	The English language (text interpretation, business English, press, certificate) -5	2	2	2		2	2	2	2		2		
10	The English language (text interpretation, business English, press, certificate) -6	3.	3.	3.		3.	3.	3.	3.		3.		
11	History of English Literature -1 (in Georgian and English languages)	1			1	1	1				1		
12	History of English Literature - 2 (in Georgian/English)	2			2	2	2				2		
13	History of English Literature - 3 (in Georgian/English)	2			2	2	2				2		
14	History of English Literature - 4 (in Georgian/English)	3.			3.	3.	3.				3.		1
15	Theoretical grammar of the English language (in English)			2	2	2	2						
16	Lexicology of the English language (in Georgian and English languages)			2	2	2	2			2	2		1
17	Stylistics (in English)			2	2		2		2		2		
18	History of the English Language				2	2				2			

Note: In Appendix 3, the numbers written at the intersection of the result and study courses column indicate how each study course contributes to the corresponding learning outcome, namely: 1 - Introduction; 2 - deepening; and 3 - strengthening.

Annex IV-II

Map of Outcomes

N	Study Component	Competencies:		
		Knowledge and Understanding	Skills	Responsibility and Autonomy
1.	2	3.	4.	5.
1. University compulsory study courses:				
1.1	Foreign Language (French, German) 1	x	x	
1.2	Foreign Language (French, German) 2	x	x	
1.3	Foreign Language (French, German) 3	x	x	
1.4	Foreign Language (French, German) 4	x	x	
1.5	Academic Writing	x	x	
1.6	ICT Literacy	x	x	
2. University elective study courses				
2.1	Fundamentals of Philosophy	x	x	
2.2	History of Georgia	x	x	
2.3	Fundamentals of Psychology	x	x	
2.4	Sociology	x	x	
2.5	Critical Thinking	x	x	
2.6	Art of Negotiations	x	x	
2.7	Art of public speaking	x	x	
2.8	Public Relations	x	x	
2.9	Democracy and Citizenship	x	x	
2.10	History of Religions	x	x	
2.11	Leadership as management art	x	x	
2.12	History of Georgian Culture	x	x	
3. Specialty mandatory teaching courses				
3.1	Introduction to Linguistics	x	x	
3.2	Introduction to Literature Studies	x	x	
3.3	Phonetics and Listening	x	x	
3.4	Introduction to English Philology	x	x	

3.5	The English language (grammar, analytical reading, speaking culture and vocabulary, writing culture) -1	x	x	
3.6	The English language (grammar, analytical reading, speaking culture and vocabulary, writing culture) -2	x	x	
3.7	The English language (grammar, analytical reading, speaking culture and vocabulary, writing culture) -3	x	x	
3.8	The English language (text interpretation, Business English, press, certificate) -4	x	x	
3.9	The English language (text interpretation, Business English, press, certificate) - 5	x	x	
3.10	The English language (text interpretation, Business English, press, certificate) - 6	x	x	
3.11	History of English Literature - 1 (in Georgian/English)	x	x	
3.12	History of English Literature - 2 (in Georgian/English)	x	x	
3.13	History of English Literature - 3 (in Georgian/English)	x	x	
3.14	History of English Literature - 4 (in Georgian/English)	x	x	x
3.15	Theoretical grammar of the English language (in English)	x	x	
3.16	Lexicology of the English language (in Georgian/English)	x	x	x
3.17	Stylistics (in English)	x	x	
3.18	History of the English Language	x	x	
3.19	Introduction to Translation Studies	x	x	
3.20	Research Methods	x	x	x
3.21	Internship	x	x	x
3.22	Bachelor's Thesis	x	x	x
4. Specialty optional study courses				
4.1	History of Ancient Literature	x	x	
4.2	Theory of Literature	x	x	
4.3	General Linguistics (in English)	x	x	
4.4	American Literature - 1 (in Georgian and English)	x	x	
4.5	XX Century Literary Trends	x	x	
4.6	American Literature - 2 (in Georgian and English)	x	x	
4.7	Theoretical Phonetics	x	x	
4.8	Culturology	x	x	
4.9	History of Great Britain	x	x	
4.10	History of the USA	x	x	
4.11	Fundamentals of British Studies (in English)	x	x	
4.12	Introduction to Sociolinguistics	x	x	
4.13	English-Language Dramaturgy	x	x	
4.14	English for Academic Exam - TOEFL	x	x	
4.15	English for Academic Exam - IELTS	x	x	
4.16	English for Specific Purposes - Public Administration	x	x	
4.17	English for Specific Purposes - Law	x	x	

4.18	English for Specific Purposes - Medicine	x	x	
4.19	Introduction to Comparative Analysis of Germanic Languages	x	x	
4.20	Linguistic Differences between British and American Variants of the English Language	x	x	
4.21	Brief History of English Literature (in English)	x	x	
4.22	Text referencing, reviewing, translation	x	x	

Target marks

N	Program learning outcome	Target marks
1	Demonstrates the professional broad knowledge necessary for a specialist in English philology according to the Common European Framework of Reference (CEFR) level B2, which includes a thorough study of theories and practical aspects, principles and recent problems in the four forms of communication (reading, writing, speaking and listening-auditing), as in the direction of linguistics and literary studies.	50% of student's maximum in assessment component 71-80% of the assessment
2	Describes the basic terminology of the field of philology and sectoral language (press, business, etc.) in Georgian, English and a foreign language of his choice, the specifics of text translation	55% of student's maximum in assessment component 71-80% of the assessment
3	Demonstrates knowledge of the English language as a strict systematic mechanism, speech style, pronunciation, structure, lexical and grammatical categories, stylistic techniques	60% of student's maximum in assessment component 71-80% of the assessment
4	Describes the ways of development of English language and literature (historical, stylistic, lexical, grammatical, cultural and others), processes, its diachronic development, modern trends and directions	50% of student's maximum in assessment component 71-80% of the assessment
5	uses different methods of communication, both with specialists in the field, as well as with professional circles and other interested parties in effective communication;	A maximum of 65% of students in the assessment component 71-80% of the assessment

6	participates in dialogue and discussion in English, defends one's own opinions using appropriate grammatical constructions;	A maximum of 65% of students in the assessment component 71-80% of the assessment
7	uses specific field vocabulary in English, terminology of the appropriate level, both in written and oral communication;	60% of student's maximum in assessment component 71-80% of the assessment
8	Analyzes, processes, translates and interprets the text with individual comments, conveys the idea concisely and logically when compiling documents, preparing annotations, referencing and presentations;	60% of student's maximum in assessment component 71-80% of the assessment
9	distinguishes the variants of the English language, the issues related to their historical-cultural and public environment, as well as the peculiarities of the special terminology used in different fields (eg: newspaper and business language) and formulates relevant conclusions;	60% of student's maximum in assessment component 71-80% of the assessment
10	Searches for appropriate library resources, printed or electronic sources, in compliance with academic standards, develops and prepares an independent work/research or practical paper in accordance with predetermined guidelines, presents it using modern information and communication technologies.	60% of student's maximum in assessment component 71-80% of the assessment
11	recognizes and upholds the principles of professional ethics and academic integrity;	A maximum of 65% of students in the assessment component 71-80% of the assessment
12	Demonstrates the ability to deepen the acquired professional knowledge by keeping abreast of current changes in linguistics and literary studies, scientific innovations in both interdisciplinary and intercultural environments.	60% of student's maximum in assessment component 71-80% of the assessment