

Syllabus of the course «Academic writing skills»

Approved by
Academic council of the Global Business
Master's programme
Protocol № as of «__» ____ 20__

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ECTS	3
Contact hours	32
Self-study	82
Year	1
Teaching format	Full time

I. COURSE AIM, LEARNING OUTCOMES AND PREREQUISITES

The aim of the course « Academic writing skills» is to introduce students to the basic forms and techniques of academic writing which would be necessary for their future written communication within international programmes of studies and onwards. The course also aims to help students improve their public speaking and presentation skills which will enable them to present their research to the scientific community effectively.

Upon the completion of the course the student should:

know:

- the significance of writing as a way of developing and sharing knowledge in an academic environment
- the characteristic features of academic writing style
- the basic principles and techniques for writing clear, coherent, logical academic texts
- the basic principles and techniques for making an academic presentation

be able to:

- find, evaluate and refer to relevant literature
- employ writing and language techniques to produce a clear, coherent, logical text
- work with fellow students, to give and receive feedback on own and others texts

have skills in:

- producing clear, coherent, logical texts using the conventions of academic writing
- presenting the results of their research

The course is based on the following prerequisites:

- The English language
- The basics of academic writing

To successfully complete the course the students should have the following knowledge and competences:

- fluency in the English language
- knowledge of the basic conventions of academic writing
- ability to extract, analyse, evaluate and synthesise information

The fundamental principles of the course should be later used in mastering the following courses:

1. Preparation of the Master's thesis

II. COURSE CONTENT

Topic 1. Features of academic writing.

What is academic writing? Types of academic texts. Formal vs. informal texts
Text structure. Features of academic language (formality, complexity, precision, objectivity, caution, accuracy, explicitness, responsibility). Hedging.

Topic 2. Making an effective presentation.

Structure of the presentation. Slides. Delivery . Handling a Q & A session. Handling difficult situations. **Language for presentations:** Opening the presentation. The body of the presentation. Concluding the session.

Topic 3. Describing a research paper

Openings. Identifying aims and objectives of a research paper. Describing professional significance of a research paper. Defining the scope of research. Organising your writing. Useful language.

Topic 4. Using sources in a research paper

The role of sources in a research paper. Principles of writing the literature review section. Factors to consider when choosing a source. Plagiarism. Paraphrasing techniques. Summarising. Combining sources. Direct quotations. Useful language.

Topic 5. Writing the Methods section of a research paper

Goals. Outline. Useful language

Topic 6. Reporting research findings

Reporting vs. interpreting research findings. Dealing with expected/surprising/conflicting etc. findings. Referring to figures. Typical mistakes in the interpretation of the data. Useful language.

III. GRADING

Assessment scheme

Type of assessment	Form of assessment	1 year				Description
		1	2	3	4	
Current	Test	*				The test will consist of several multiple choice questions covered the material learned in class.
Final	Final project	*				Academic presentation

The course consists of several assignments. They are very important for the final grade. But please, keep in mind that the attendance and participation also play the role.

Students are expected to attend all scheduled classes, examinations, class presentations, simulations, exercises, field research visits, discussion groups, plant visits, lectures, and special programs. Absences will be excused only in cases when a student misses a class because of serious illness, serious illness of an immediate family member, or a death in the immediate family.

An absence for any reason except those qualifying for an excused absence will be considered an unexcused absence. Students who miss more than 20% of scheduled classroom/activity hours because of unexcused absences will fail the course. Students who miss substantial portions of a course because of excused absences will receive an incomplete grade for the course and will be required to make up missed work or re-take the course. With the approval of the campus dean, individual Instructors may impose additional and/or stricter attendance requirements and penalties for tardiness or absence, as they see appropriate for their courses.

Current assessment

The test will cover the topics learnt in class. It will be a multiple choice test with one open-ended question about the case previously discussed in the class.

The scale of scores is divided by two: for the multiple choice section and for the open-ended question. The total score is an average of two scores.

9-10 – 100% of the multiple choice questions answered correctly. Open-ended question is answered correctly with all necessary points covered.

8 – 90% of the multiple choice questions answered correctly. Open-ended question is answered not fully, thoughts are in a right way, but miss any important point.

6-7 – 70-80% of the multiple choice questions answered correctly. Open-ended question is answered not fully, thoughts are in a quite right way, but miss some important points.

4-5 – 60% of the multiple choice questions answered correctly. Open-ended question is answered not fully, thoughts are in a slightly right way and miss most important points.

3 and lower – 50% or less of the multiple choice questions answered correctly. Open-ended question is not answered, thoughts are in a wrong way.

Final presentation. This assignment is graded by a 10-scores system. The use of theoretical knowledge students got from the course, the logic of the statements, intelligibility of presentation, independence of the analysis are taken into consideration during the grading.

The **course grade** consists of the following criteria:

50% of the grade – participation

50% - exam (final presentation)

$$\text{Final grade} = 0,5 * \text{Participation} + 0,5 * \text{Exam}$$

IV. SAMPLE ASSESSMENT TOOLS

Tools for current assessment

Task 1. Rewrite the following sentences, using nominalization/passive voice.

1. We analysed the data from the experiment, and it revealed that children react when they have too much sugar (N).
2. We evaluated the results and this explains the loss in revenue (N).
3. We define a business strategy as a long-term plan of action designed to achieve a particular goal (N).

4. On the surface, why women and domestic architecture were associated was obvious (N).
5. Menzel (1973) has shown that non-speaking chimpanzees can convey where food is to one another (N).
6. How much precaution is taken is regularly reviewed in the light of the patient's progress (N).
7. Prices are stable and we maintain them in this way over generations (P).
8. It was only in the 1930s, in Oxford, that researchers isolated and crystallised lysozyme (P).
9. They say that he knows some very important people (P).
10. Although the government expects the patient to pay for his treatment, he will be reimbursed via the state medical insurance scheme (P).

*Task 2. Identify **eight elements** of an informal writing in the following passage and rewrite them using a formal style of writing*

In this assignment, I will present the point of view that expenditure on education in recent years has been insufficient in the area of new technologies. I will argue that the lack of investment is primarily a governmental failure and, as far as I am concerned, this will impact negatively on computer literacy. So, in my conclusion, I will propose alternative funding policies that I hope you will consider more forward looking.

Tools for final assessment

1. Prepare an oral presentation of your research.

V. RESOURCES

5.1. Main literature

1. Petelin R. How Writing Works: A field Guide to Effective Writing [Электронный ресурс] / R. Petelin ; Allen & Unwin, 2016. – 337 p. – 9781925266917. – Режим доступа Books24x7: <https://library.books24x7.com/toc.aspx?bookid=120988>. - Загл с экрана.

5.2. Further readings

1. Wilson Ng. Business Research: Enjoy Creating, Developing and Writing Your Business Project [Электронный ресурс] / Ng. Wilson, E. Coakes : Kogan Page, 2014. – 232 p. – 9780749468958. – Режим доступа Books24x7: <https://library.books24x7.com/toc.aspx?bookid=58388>. - Загл с экрана.
2. Меркулова Э.Н. Writing a Research Proposal in English : учебное пособие по академическому письму на английском языке для студентов экономических специальностей / Э.Н. Меркулова, Т.А. Ненашева ; НИУ Высшая школа экономики – Нижний Новгород – Н. Новгород : Изд-во Нижегор. Госуниверситета, 2014. – 198 с. – 978-5-91326-321-6 : 581-48.

5.3. Software

№	Name	Access

1.	Microsoft Windows 7 Professional RUS Microsoft Windows 10 Microsoft Windows 8.1 Professional RUS	<i>Из внутренней сети университета (договор)</i>
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5.4. Professional database, enquiry systems, internet sources (electronic educational resources)

№ п/п	Name	Access
1.	Using English for Academic Purposes For Students in Higher Education	URL: http://www.uefap.com/
2.	Purdue online writing lab	URL: https://owl.purdue.edu/owl/general_writing/academic_writing/index.html

5.5. Course support

Lecture rooms for the course classes are equipped with the necessary tools for the course visual aids demonstration:

- computer with access to the internet (operational system, office software packages, anti-virus software);
- multimedia projector with remote control.