

**TARAS SHEVCHENKO KYIV NATIONAL UNIVERSITY**  
**Institute of Philology**  
**Department of Foreign Languages for Faculties of Psychology and Sociology**

**"I APPROVE"**  
**Deputy Dean**

" \_\_\_ " \_\_\_\_\_ 20\_\_

**CURRICULUM WORKING PROGRAM**  
**PREPARATION OF SCIENTIFIC TEXTS**  
**(in English)**  
**for students**

field of knowledge	05 Social and behavioral sciences
specialty	054 "Sociology"
educational level	of master
educational program	"Sociology"
type of discipline	obligatory

Form of study	Full-time
The academic year	2020/2021
Semester	2
Number of ECTS credits	4
Language of instruction, teaching and evaluation	English
Form of final control	pass-exam

Teacher: A.S. MALII

Prolonged: on 20 \_\_ / 20 \_\_ s.y. \_\_\_\_\_ ( \_\_\_\_\_ ) « \_\_ » \_\_ 20 \_\_ y.  
(signature, name, date)  
on 20 \_\_ / 20 \_\_ s.y. \_\_\_\_\_ ( \_\_\_\_\_ ) « \_\_ » \_\_ 20 \_\_ y.  
(signature, name, date)

**KYIV – 2020**

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Foreign Languages for Faculties of Psychology and Sociology

APPROVED

Head Department of  
Department of Foreign Languages for Faculties of Psychology and Sociology  
\_\_\_\_\_ ( T.V. BABENKO )  
(signature) (surname and initials)

Protocol № \_\_\_\_ from " \_\_\_\_ " \_\_\_\_\_ 20 \_\_\_\_

Approved by the scientific - methodical commission of the Institute of Philology

Protocol from " \_\_\_\_ " \_\_\_\_\_ 2020 year № \_\_\_\_  
Chairman of the scientific-methodical commission \_\_\_\_\_ (O.M. ZUBAN)

Approved by the scientific - methodical commission of the Faculty of Sociology

Protocol from " \_\_\_\_ " \_\_\_\_\_ 2020 year № \_\_\_\_  
Chairman of the scientific-methodical commission \_\_\_\_\_ T. CHERVINSKA

**1. The purpose of the discipline** - formation of students' English-speaking professional-oriented communicative competence at the C1 level to ensure effective written communication in a professional environment, abstracting, annotation of original English-language professional literature, as well as mastering various types of academic writing, which will combine knowledge and skills in the field of academic interests

**2. Preliminary requirements for mastering or choosing a discipline (if any):**

*1. Students must know:* lexical and grammatical material necessary for understanding and producing professional English texts; methods of writing an academic work; speech samples specific to official and conversational registers of professional speech; lexical and grammatical material necessary for understanding and producing professionally-oriented texts; basic rules of English syntax.

*2. Students should be able to:* discuss learning and specialization issues to reach an understanding with the other person; find textual, graphic, audio and video information contained in English-language professional materials, using appropriate search methods and terminology; prepare public presentations on sectoral issues; analyze English-language sources to obtain data that are necessary for professional tasks; translate and understand professional texts using bilingual terminology dictionaries.

**3. Abstract of the discipline:**

"Academic writing" is one of the obligatory subjects for students in the first year of master's degree at the Faculty of Sociology and is part of the educational and professional training program for the educational and qualification level "master". The content of the discipline and methods of its teaching are aimed at developing skills and abilities to solve communicative problems of any degree of complexity, which will combine knowledge of the profession and skills and abilities in the field of academic and professional interests. In the proposed content parts of the discipline the educational material of practical classes is adapted to the student audience of the educational program "sociology" of the specialty "sociology", coordinated with the educational part of the faculty of sociology.

**4. Tasks (learning objectives):**

The main objectives of the discipline are the formation of skills to identify and create in English samples of all types of academic writing on professional topics (namely, scientific articles, abstracts, annotations, author's annotations and summaries, etc.), as well as the development of situational communication skills (such as participation in a scientific conference or discussion, business and scientific correspondence), which involves mastery of stylistic, lexical and grammatical patterns of this type of scientific activity; teaching students to choose appropriate language means of communication depending on the discourse.

This is aimed at forming **competencies:**

cc4. Ability to work in an international context, including reading professional literature, writing and communicating in English or other foreign languages.

cc11. Ability to search, process and analyze information from various sources.

pc17. Ability to professionally prepare all types of reporting documents based on the results of sociological research and scientific publications.

### 5. Learning outcomes of the discipline:

<b>(1. know; 2. be able; 3. communication; 4. autonomy and responsibility)</b>		<b>Forms (and / or methods and technologies) of teaching and learning</b>	<b>Assessment methods and threshold assessment criteria</b>	<b>Percentage in the final grade in the discipline</b>
<b>Code</b>	<b>Learning Outcome</b>			
1.1	lexical minimum for obtaining, producing and exchanging professional information on the topic; general rules of citation and references to sources from the specialty; basic rules of academic text syntax; language forms specific to official and colloquial registers of professional speech;	Lecture, laboratory classes, pair work, independent work	Speaking activity, listening, practical tasks, presentations	10%
1.2	varieties of lexical units of professional texts; types of diagrams, types of graphs; ways to quickly read professional texts; the structure of a concise translation of a professional text; ways to quickly and efficiently search and process scientific information	Lecture, laboratory classes, seminar, pair work, independent work	Speaking activity, listening, practical tasks, presentations	10%
1.3	peculiarities of terminology of professional texts on sociology; general rules for writing a report; different types and structure of academic professional text; rules for constructing different types of schedules; stylistic discursive features of a scientific text	Lecture, laboratory classes,, pair work, independent work	Speaking activity, listening, practical tasks, presentations	10%
1.4	methods of writing structured scientific work; types of presentations; speech samples for discussion on a professional problem; rules for compiling a bibliography; basic rules of syntax of a scientific text	Lecture, laboratory classes, pair work, independent work	Speaking activity, listening, practical tasks, presentations	10%
2.1	to communicate in written (written speech and written communication) and oral forms (speaking) within the professional subject, to correctly apply the grammatical structures that are inherent in the texts of the specialty; understand the necessary information in foreign printed and electronic sources on sociological topics, read authentic texts in the specialty with different target guidelines; express their point of view on a professional problem, giving arguments "for" and "against"	Independent work	Compendium of scientific articles, writing essay plan, tasks for individual work, self-assessment	10%
2.2	use grammatical structures inherent in the academic style, present the information using diagrams, tables, graphs, charts; read and understand the main ideas of the text in the specialty; participate in discussions and debates	Independent work	Compendium of scientific articles, writing essay plan, tasks for individual work, project assessment	10%

2.3	find and understand the necessary information in foreign printed and electronic sources on psychological topics, using appropriate search methods and terminology; perceive the main points of the discussion (the language of the interlocutor is clear normative); extract the necessary information and interpret it in appropriate written or oral form	Independent work	Compendium of scientific articles, writing essay plan, tasks for individual work, project assessment	10%
2.4	distinguish and create full-fledged examples of scientific communication in a foreign language; compose an author's annotation to a professionally-oriented scientific text, write an annotation to a professionally-oriented scientific Ukrainian-language text	Independent work	Compendium of scientific articles, writing essay plan, tasks for individual work, project assessment	10%
3.1	analyze, compare, classify professional information, see the relationship between parts of the whole, as well as find differences between facts and consequences, assess the significance of information; write a research essay	Lecture, laboratory classes, independent work	Final Test	20%
3.2	creatively apply the acquired knowledge, compare and systematize the results of experiments			

## 6. Correlation of discipline results with program learning results

<b>Learning outcomes of the discipline (code)</b>	<b>1.1</b>	<b>1.2</b>	<b>1.3</b>	<b>1.4</b>	<b>2.1</b>	<b>2.2</b>	<b>2.3</b>	<b>2.4</b>	<b>3.1</b>	<b>3.2</b>
<b>Program learning outcomes (title)</b>										
pre2. Demonstrate skills of written and oral communication in state and foreign languages, professionally use sociological terminology.	+	+	+	+	+	+	+	+		
pre6. To review scientific sources (in state and foreign languages), to substantiate one's own position, to draw independent conclusions.					+	+	+	+	+	+
pre23. Be able to professionally prepare all types of reporting documents based on the results of sociological research and scientific publications.	+		+					+	+	+

## 7. Scheme of evaluation formation.

### 7.1 Forms of student assessment:

- semester assessment:

1. Homeworks: LO 2.1, LO 2.2, LO 2.3, LO 3.1 (only 7 during the study of the discipline ) – **42** points/ **70** points (10 maximum or 6 minimum points for each).
2. Writing academic essay LO 2.1, LO 2.2, LO 2.3, LO 3.1, LO 3.2 – **9** points/ **15** points.
3. Final test: LO 1.1-1.4, LO 2.1-2.4, LO 3.2 – **9** points/ **15** points.

- **final assessment** – pass-exam

### **7.2 Organization of evaluation:**

1. Homeworks: LO 2.1, LO 2.2, LO 2.3, LO 3.1 – only 7 during the study of the discipline.
2. Writing academic essay on topics 1-5: LO 1.1, LO 1.2, LO 2.1, LO 2.2, LO 2.3 – after topic 5.
3. Final test on topics 6-8 LO 1.1-1.4, LO 2.1-2.4, LO 3.2 – after topic 8.

### **7.3 Scale of conformity of assessments**

<b>Passed</b>	<b>60-100</b>
<b>Fail</b>	<b>0-59</b>

## 8. The structure of the discipline. Thematic plan of lectures and laboratory classes

№ п/п	Number and title of the topic	Number of hours		
		Lectures	Laboratory classes	Independent work
<b>1. Processing scientific information as the preparatory stage for academic writing. Writing academic essay</b>				
1	Types of academic writing.	2	2	10
2	Principles of finding and processing information.	2	2	10
3	Language and style of academic writing.	2	2	10
4	Avoiding plagiarism. Quoting, paraphrasing and summarizing in academic writing.	2	2	10
5	Types of academic essays. Structuring an essay considering its type.	2	4	10
<b>2. Oral and written scientific communication</b>				
6	Types of academic abstracts and annotations. Peculiarities of critical annotations.	2	4	10
7	Preparing oral presentation.	2	4	10
8	Publishing a scientific article. Writing a cover letter and CV.	2	4	10
	<b>TOTAL</b>	<b>16</b>	<b>24</b>	<b>80</b>

**The total amount of 120 hours, including:**

Lectures – **16** hours.

Laboratory classes – **24** hours.

Independent work – **80** hours.

## 9. Recommended sources:

### Basic: (*Basic*)

1. ElsVanGeyte. Writing. Learn to Write Better Academic Essays.– Harper Collins Publishers, 2013. – ISBN 978 -0 - 00 -750710 -8
2. Peter Chin. Yuza Koizumi. Samuel Reid. Sean Wray. Yoko Yamazaki. Academic Writing Skills. Student's Book 1. – Cambridge University Press, 2012. - ISBN 978 – 4 – 903049- 14 – 4.
3. Peter Chin. Yuza Koizumi. Samuel Reid. Sean Wray. Yoko Yamazaki. Academic Writing Skills. Student's Book 2. – Cambridge University Press, 2012. - ISBN 978 – 4 – 903049- 14 - 4
4. Merriam-Webster'sguidetobusinesscorrespondence. Springfield, Mass.: Merriam-Webster. 1993. ISBN 0-87779-131-7.
5. McLean, Scott (2010). Businesscommunicationforsuccess. Nyack, NY: FlatWorldKnowledge. ISBN 978-0-9823618-5-6.

### Additional:

1. Becher, Tony, andPaulTrowler (2001). AcademicTribesandTerritories: IntellectualEnquiryandtheCultureofDisciplines, 2nd edn (Buckingham: OpenUniversityPress)
2. Booth, Wayne C., Gregory G. Colomb, andJoseph M. Williams (2008). TheCraftofResearch, 3rd ed. edn (Chicago: UniversityofChicagoPress)
1. Borg, Erik (2003). 'DiscourseCommunity', EnglishLanguageTeaching (ELT) Journal, 57, 4, pp. 398–400
3. Canagarajah, A. Suresh (2002). A GeopoliticsofAcademicWriting (Pittsburgh: UniversityofPittsburghPress)
4. Clare, Judith, andHelenHamilton (2003). WritingResearch: TransformingDataintoText (Edinburgh: ChurchillLivingstone)
5. Coinam, David (2004). 'ConcordancingYourself: A PersonalExplorationofAcademicWriting', LanguageAwareness, 13, 1, pp. 49–55

6. Creme, Phyllis, and Mary R. Lea (2008). *Writing at University: A Guide for Students*, 3rd edn (Maidenhead: McGraw-Hill; Open University Press)
7. Goodall, H. Lloyd, Jr. (2000). *Writing Qualitative Inquiry: Self, Stories, and Academic Life* (Walnut Creek, CA: Left Coast Press)
8. Hyland, Ken (2004). *Disciplinary Discourses: Social Interactions in Academic Writing*, Michigan classic edn (Ann Arbor; London: University of Michigan Press)
9. Johns, Ann M. (1997). *Text, Role and Context: Developing Academic Literacies* (Cambridge: Cambridge University Press)
10. King, Donald W., Carol Tenopir, Songphan Choemprayong, and Lei Wu (2009). 'Scholarly Journal Information Seeking and Reading Patterns of Faculty at Five U.S. Universities', *Learned Publishing*, 22, 2, pp. 126–144
11. Murray, Rowena, and Sarah Moore (2006). *The Handbook of Academic Writing: A Fresh Approach* (Maidenhead: Open University Press)
12. Prior, Paul A. (1998). *Writing/Disciplinarity: A Sociohistoric Account of Literate Activity in the Academy* (Mahwah, NJ; London: Lawrence Erlbaum)
13. Richards, Janet C., and Sharon K. Miller (2005). *Doing Academic Writing in Education: Connecting the Personal and the Professional* (Mahwah, NJ: Lawrence Erlbaum)
14. Thomas, L. Sue Baugh; Maridell Fryar; David A. (1996). *How to write first-class business correspondence : the handbook for business writing* (1996 printing. ed.). Lincolnwood, Ill: NTC Publ. Group. ISBN 0-8442-3405-2.

### **Dictionaries:**

1. Англо-український та українсько-англійський словник педагогічних та психологічних термінів і понять [Текст] : навч. посіб. для студ. вищ. навч. закл. / М-во освіти і науки України, Черкаський нац. ун-т ім. Б. Хмельницького. - Черкаси : Видавництво ЧНУ ім. Б. Хмельницького, 2010. - 187 с.
2. Мартинюк І. А. Короткий українсько-англійський словник термінів із психології для студентів денної форми навчання на напрям підготовки „Соціальна педагогіка”. – К.: НУБіПУ, 2012. – 35 с.
4. Andrew M. Colman. *A Dictionary of Psychology* (3 ed.) – «Oxford University Press», 2011.– 512p.

### **Internet-sources:**

1. [www.readytoresearch.ac.uk](http://www.readytoresearch.ac.uk) Useful information on English for English for academic purposes, academic phrase bank, self-assessment, grammar guide etc.
2. [www.digitalscholarship.ac.uk](http://www.digitalscholarship.ac.uk)