



Co-funded by the
Erasmus+ Programme
of the European Union



Academic Writing Essentials (AWE) <u>Syllabus of the course</u>	
Master/bachelor level	Bachelor level
Branches of knowledge	035 Philology 014 Secondary Education
Specializations	035.041 "Germanic languages and literatures (including translation)", English as a major 014.021 "Language and Literature" (English language and a West-European language)/ 014.021 Secondary Education. English Language and Literature
Qualifications	Philologist, teacher of foreign languages, translator Bachelor of Secondary Education. English language and literature. Teacher of the English and German languages at basic school
Form of education	Full-time
Status of the discipline	Cycle of professional courses. Elective course

Course prerequisites	No prerequisites in terms of other courses. English Language course prerequisites: B1 or higher
Semester of the course	Year 3, semester 5
Course Volume	3 ECTS 90 hours 30 hours of class work 60 hours of individual and independent work
Form of final control	Credit (passed - A, B, C, D, E, failed - F)
Course language	English
Developers	Kallas Kristina, PhD, University of Tartu Golovko Oleksandra, PhD, University of Tartu Dobrovolska Lesia, PhD, V.O.Sukhomlynskyi National University of Mykolaiv Pakharenko Anastasia, PhD, V.N. Karazin Kharkiv National University Pieshkova Olena, PhD, Zaporizhzhia National University Tokarchuk Viktoriia, PhD, Bohdan Khmelnytsky National University of Cherkasy Yasynetska Olena, PhD, Horlivka Institute for Foreign Languages

Course summary

The course “Academic Writing Essentials” helps the learners (BA students) become competent developers of academic texts in English. The steps and tasks to master the stylistic features, structural elements, reliability techniques, and expressive means of academic texts ensure quality and integrity in purposeful academic writing with due regard to both content and language. Critical thinking is employed at all stages of studying the essentials of academic writing so that the learners could write texts consciously, logically, coherently, and successfully, in compliance with the standards, formats, and language rules of proficient academic use of English.

The course logically consists of three modules: (1) academic reading, writing, and integrity, (2) language basics of academic style, and (3) scholarly writing. They comprise ten specific topics such as academic versus non-academic texts, reading for academic writing, academic integrity and referencing, stages of writing, structuring academic texts, SAR approach to writing, types of essays, procedure of doing research, a research paper and its abstract or summary, as well as editing and peer-reviewing. The learning objectives, topics, resources, and tasks are essentially conducive to developing the students’ skills of writing for academic and professional purposes.

The course “Academic Writing Essentials” is developed under the umbrella of the Erasmus+ Project 610427-EE-2019-EPPKA2-CBHE-JP “Foreign Language Teacher Training Capacity Development as a Way to Ukraine’s Multilingual Education and European Integration (MultiEd)”.

Key terms and notions

Abstract, academic integrity, academic reading, academic writing, analysis, anti-plagiarism, article, body paragraph, citation, conclusion, context, critical thinking, data, drafting, editing, email, essay, feedback, genre, grammar, graph, hypothesis, introduction, keyword, letter, method, objective, peer-reviewing, periphrasis, petition, proofreading, punctuation, purposeful writing, referencing, report, research, review, revision, spelling, style, summary, table, term paper, text structure, thesis, thesis statement, topic sentence, vocabulary, writing steps.

Course aim

The aim of the course is to help the learners become motivated and proficient writers in English for specific academic and professional purposes. The essentials of academic writing are mastered by the principles of content and language integrated learning (CLIL) and critical thinking. The students learn to write English texts on topics and for purposes that are essential for their lives, education, and specialisation.

Competencies	
Generic competencies	<ol style="list-style-type: none"> 1. Ability to communicate in a second language and use English to mediate ideas and opinions as well as exchange professional information in speaking and writing 2. Capacity to generate new ideas (creativity) in writing 3. Ability to search for, process and analyse information from a variety of sources to complete/structure/produce academic texts properly 4. Ability to work autonomously for doing research in writing 5. Ability to evaluate and maintain the quality of work produced in given cases 6. Skills in the use of information and communications technologies to follow academic integrity rules
Specific competencies	<ol style="list-style-type: none"> 1. Ability to do appropriate academic research in different contexts 2. Ability to communicate with groups and individuals using the appropriate terminology of the subject area in the foreign language 3. Ability to collect, retrieve and manage information for scholarly writing 4. Ability to select an appropriate type of essay to disclose a topic 5. Ability to identify and utilise appropriate sources of information (references, citations, articles) in the relevant area 6. Ability to understand the nature of writing different types of academic texts and apply its principles
Learning outcomes	
AWE 1	to comprehend theoretical and practical knowledge in distinguishing texts of different functional styles for managing complex professional activities
AWE 2	to apply in-depth cognitive and practical skills to analyze a text structure and understand fundamental techniques of academic writing for a specific/professional purpose
AWE 3	to apply scientific and practical knowledge to read critically and select key points of the text for data collection, interpretation, and application

AWE 4	to become aware of and follow academic integrity rules of using citations, paraphrasing, summarizing, and avoiding plagiarism (by means of online plagiarism checkers)
AWE 5	to be able to efficiently communicate ideas using appropriate academic style, vocabulary, grammar, punctuation and employ skills of argumentative writing in English
AWE 6	to be able to solve practical problems of professionally oriented texts and to do efficient planning and structuring (introduction, main body, conclusion)
AWE 7	to acquire theoretical knowledge and apply it while developing the skills of writing texts with relevant content
AWE 8	to be able to continue autonomous learning and understand the need for enhancing academic writing competence by demonstrating knowledge of research concepts (hypothesis, data, methods, tables and graphs, conclusion, and results)
AWE 9	to solve complex specialized tasks and practical problems on the basis of the developed skills of drafting, revising, editing, proofreading, and peer reviewing

Correlation matrix of program and course learning outcomes

Curriculum Learning Outcomes	Course Learning Outcomes	LO code
PLO 1. To communicate freely in professional spheres with specialists and non-specialists in the state and foreign languages in oral and written forms, to use the languages for effective intercultural communication.	to apply in-depth cognitive and practical skills to analyze a text structure and understand fundamental techniques of academic writing for a specific/professional purpose to be able to efficiently communicate ideas using appropriate academic style, vocabulary, grammar, punctuation and employ skills of argumentative writing in English to acquire theoretical knowledge and apply it while developing the skills of writing texts with relevant content	AWE 2 AWE 5 AWE 7

<p>PLO 2. To work effectively with information: to select necessary information from various sources, including professional literature and electronic databases, to critically analyze and interpret the information, organize, classify, and systematize it.</p>	<p>to apply scientific and practical knowledge to read critically and select key points of the text for data collection, interpretation, and application</p>	<p>AWE 3</p>
<p>PLO 6. To use information and communication technologies to solve complex specialized and professional problems.</p>	<p>to become aware of and follow academic integrity rules of using citations, paraphrasing, summarizing, and avoiding plagiarism (by means of online plagiarism checkers)</p>	<p>AWE 4</p>
<p>PLO 11. To know the principles, technologies and techniques of creating oral and written texts of various genres and styles in the national and foreign languages.</p>	<p>to comprehend theoretical and practical knowledge in distinguishing texts of different functional styles for managing complex professional activities to become aware of and follow academic integrity rules of using citations, paraphrasing, summarizing, and avoiding plagiarism (by means of online plagiarism checkers) to be able to efficiently communicate ideas using appropriate academic style, vocabulary, grammar, punctuation and employ skills of argumentative writing in English to be able to solve practical problems of professionally oriented texts and to do efficient planning and structuring (introduction, main body, conclusion) to solve complex specialized tasks and practical problems on the basis of the developed skills of drafting, revising, editing, proofreading, and peer reviewing</p>	<p>AWE 1 AWE 4 AWE 5 AWE 6 AWE 9</p>
<p>PLO 14. To use the studied language(s) in oral and in written forms, in different genres and style varieties and registers of communication (formal, informal, neutral), to solve communicative tasks in everyday, social, educational, professional, and scientific spheres of life.</p>	<p>to solve complex specialized tasks and practical problems on the basis of the developed skills of drafting, revising, editing, proofreading, and peer reviewing</p>	<p>AWE 5 AWE 7</p>

	to acquire theoretical knowledge and apply it while developing the skills of writing texts with relevant content	
PLO 17. To collect, analyze, systematize, and interpret language and speech facts, to use them for solving complex problems and specialized tasks.	to apply scientific and practical knowledge to read critically and select key points of the text for data collection, interpretation, and application	AWE 3
PLO 19. To have the skills to engage into scientific and / or applied research in the field of philology, adhere to the rules of academic integrity.	to apply scientific and practical knowledge to read critically and select key points of the text for data collection, interpretation, and application to be able to continue autonomous learning and understand the need for enhancing academic writing competence by demonstrating knowledge of research concepts (hypothesis, data, methods, tables and graphs, conclusion, and results)	AWE 3 AWE 8

Correlation matrix of the NQFU (bachelor, level 6) and course learning outcomes

Learning Outcomes	Knowledge	Skills	Communication	Responsibility and Autonomy
AWE 1	+	+		
AWE 2	+	+		
AWE 3			+	+
AWE 4		+		+
AWE 5	+		+	
AWE 6		+	+	
AWE 7		+	+	
AWE 8	+			+

AWE 9		+	+	
-------	--	---	---	--

AWE Learning objectives and outcomes in modules

Topic	In-class hrs	Self-study hrs	In-classwork	Self-study assignment	Learning Objectives	Learning Outcomes
-------	--------------	----------------	--------------	-----------------------	---------------------	-------------------

Module 1. Academic Reading, Writing, and Integrity

<p>1. Academic vs. non-academic texts.</p>	2	4	<p>1.1. Functional styles of the English language</p> <p>1.2 Genres in Academic writing</p> <p>1.3.Types of texts: social media post, essay, opinion article, public letter,email, petition, report, term paper, thesis, academic</p>	<p>1.1. Prepare PowerPoint presentation:</p> <p>Types of texts (essay,.....)</p> <p>1.2. Analyze the given extracts and define the text type pointing out the level of formality</p> <p>1.3. Write a letter/email</p>	<p>The students will:</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> - define the notions of "academic text" and "non academic text", - understand peculiarities of main genres in academic writing - identify the features of various text types; -develop their understanding of the way how to produce different types of texts <p><u>Language:</u></p>	<p>AWE1 -to comprehend theoretical and practical knowledge in distinguishing texts of different functional styles for managing complex professional activities</p> <p>AWE 2- to apply in-depth cognitive and practical skills to analyze a text structure and understand fundamental techniques of academic writing for a specific/professional purpose</p>
---	---	---	---	---	---	---

			article, popular science article		<ul style="list-style-type: none"> - get acquainted with basic terms, notions, and develop their meaning from the context; - develop skills in writing different letters and emails;; - improve speaking and critical thinking skills 	
2. Reading for academic writing	2	4	<p>2.1. Clarification of the purposes, techniques, and outcomes of academic reading:</p> <p>(a)consider the importance of the topic and the purpose(s) of disclosing it;</p> <p>(b)check the timeliness of the source (and the expertise of the author);</p> <p>(c)read the introduction / preface and determine the intended audience;</p> <p>(d)decide whether the information is</p>	<p>2.1. Analyze a given text according to the steps clarified in class.</p> <p>2.2. Find and analyze a text (of the same size as the given example) in terms of its academic usefulness and quality.</p>	<p>The students will:</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> – understand the principles of selecting academic texts and reading them critically; – master the strategies of reading for specific purposes <p><u>Language:</u></p> <ul style="list-style-type: none"> – identify the text structure and the techniques of academic writing for a specific purpose; – analyze the keywords and expressions that make a text attractive and coherent; – improve the skills of critical thinking and argumentative writing 	<p>AWE1 - to comprehend theoretical and practical knowledge in distinguishing texts of different functional styles for managing complex professional activities</p> <p>AWE 2 - to apply in-depth cognitive and practical skills to analyze a text structure and understand fundamental techniques of academic writing for a specific/professional purpose</p> <p>AWE 3 - to apply scientific and practical knowledge to read critically and select key points of the text for data collection, interpretation, and application</p>

			<p>fact, opinion, or propaganda; (e)evaluate the evidence listed; (f)examine the list of references if available; (g)identify the overall layout of the text, its structure and steps; (h)analyze the keywords and expressions that make the text attractive and coherent; (i)evaluate the usefulness and reliability of the text for reading; and (j)substantiate what reading techniques are useful for the follow-up academic writing: – scanning, – skimming, – intensive reading, or – extensive reading.</p>			
--	--	--	--	--	--	--

			<p>2.2. Clarification of the purposes, techniques, and outcomes of academic writing:</p> <ul style="list-style-type: none">(a) purpose (persuasive, analytical, or informative);(b) audience;(c) clear point of view;(d) single focus;(e) logical organization;(f) strong support;(g) clear and complete explanations;(h) effective use of research (previous reading);(i) correct style;and(j) academic importance			
--	--	--	---	--	--	--

<p>3. Academic Integrity and referencing</p>	<p>4</p>	<p>8</p>	<p>3.1. The notion of integrity and referencing in the academic world.</p> <p>3.2. Plagiarism-free writing. Differences in quoting, paraphrasing, and summarizing</p> <p>3.3. Types of academic dishonesty and research misconduct.</p>	<p>3.1. Case studies of: quoting, paraphrasing, summarizing for research.</p> <p>3.2. Major citation styles in academic writing (name-year and citation sequence conventions)</p> <p>3.3. Electronic plagiarism checkers types and how to use them.</p>	<p>The students will:</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> -define the notions of ‘academic integrity’ and ‘referencing’; -distinguish between the text processing means of quoting, paraphrasing, summarizing; -broaden their awareness of elements of plagiarism and various academic misconduct types; <p><u>Language:</u></p> <ul style="list-style-type: none"> -learn related terms and notions to understand key ideas and discuss the fundamentals of academically honest texts; -improve their reading comprehension and fact presentation skills; 	<p>AWE 4 - to solve complex specialized tasks and practical problems on the basis of the developed skills of drafting, revising, editing, proofreading, and peer reviewing (by means of online plagiarism checkers)</p>
---	----------	----------	---	---	---	--

<p>Total for Module 1</p>	<p>Topics: 3 In-class work: 8 hours Self-study work: 16</p>
----------------------------------	---

Module 2. Language Basics of Academic Style

4. Stages of writing	2	4	<p>4.1. <u>Prewriting</u></p> <p>Choosing and narrowing a topic. Generating ideas (brainstorming by listing / freewriting / making mind maps).</p> <p>4.2. <u>Planning</u> (Outlining). Identifying the thesis / topic sentence, the main and supporting ideas.</p> <p>4.3. <u>Writing</u>. Organising paragraphs (topic sentence, reason, example, details, transition to the next paragraph).</p> <p>4.4. <u>Polishing</u>. Revising. Editing. Proofreading.</p>	<p>4.1.1. Individually or in a group narrow each of the general topics to a more specific one.</p> <p>4.1.2. Practise brainstorming activities (listing, freewriting, making mind maps).</p> <p>4.2. Make an outline of the text. Identify the topic sentence, the main and supporting ideas.</p> <p>4.3. Analyze the paragraph structure, identify its constituents.</p> <p>Write a paragraph.</p> <p>4.4. Read over your paragraph and check 1) if</p>	<p>The students will</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> - acquire the skills of choosing and narrowing the topic; - master various brainstorming techniques; - learn how to make an outline of the text; - acquire the skills of identifying the topic sentence, of differentiating between the main and supporting ideas; - learn how to structure paragraphs; - learn about revising, editing, and proofreading the text; - learn the elements of peer reviewing. <p><u>Language:</u></p> <ul style="list-style-type: none"> - learn academic vocabulary and grammar structures 	<p>AWE 6 - to be able to solve practical problems of professionally oriented texts and to do efficient planning and structuring (introduction, main body, conclusion)</p>

			<p>4.5. <u>Peer reviewing.</u></p>	<p>you have achieved your purpose, 2) if there is logic and coherence, 3) if the structure of the paragraph is correct, 4) if you have used connectives between ideas.</p>	<p>used for describing the writing process (the students will become more aware of the writing steps).</p>	
--	--	--	------------------------------------	--	--	--

<p>5. Structuring academic texts</p>	<p>4</p>	<p>8</p>	<p>5.1. Three-part structure of an academic text:</p> <ul style="list-style-type: none"> - introduction, - body paragraphs, and conclusion (summary and inference) <p>5.2. IMRaD structure of organizing academic texts</p> <p>5.3. Transitions and connections in sentences and paragraphs</p> <p>5.3.1. Punctuation (adverbial modifiers, FANBOYS punctuation, Oxford comma)</p> <p>5.3.2. Powerpoint Karaoke</p>	<p>5.1. Define the type of paragraphs, explain your answer</p> <p>5.2 Arrange sentences to make a paragraph</p> <p>5.3. Complete the paragraphs</p> <p>5.4. Write a paragraph following the recommended paragraph structure paying attention to transitions and connections in sentences.</p> <p>5.5. Write a three paragraph story with FANBOYS</p>	<p>The students will:</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> - understand peculiarities of academic text structure - learn the steps how to structure academic texts -learn the peculiarities of IMRaD structure of academic texts - acquire the skills of writing introduction,body paragraphs and conclusion <p><u>Language:</u></p> <ul style="list-style-type: none"> - develop clear and cohesive text structure; - ensure thoughts are logically ordered, suitably linked and well-supported at paragraph and text level; - improve speaking and fact presentation skills 	<p>AWE 6 - to be able to solve practical problems of professionally oriented texts and to do efficient planning and structuring (introduction, main body, conclusion)</p> <p>AWE 7 -to acquire theoretical knowledge and apply it while developing the skills of writing texts with relevant content</p>
--------------------------------------	----------	----------	---	--	---	--

<p>6. SAR approach to writing</p>	<p>2</p>	<p>4</p>	<p>6.1 Writing a summary sentence and paragraph</p> <p>6.2. Writing an analysis</p> <p>6.3. Writing a reflection</p>	<p>6.1 Describe the picture with summary, analysis and reflection sentences</p> <p>6.2. Follow up the given video with the summary, analysis and reflection paragraphs (what? Why? How does it make you feel?)</p>	<p>The students will:</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> - understand and practise how to summarize, analyze, present opinion <p>-organize and support ideas in a logical and argumentative way</p> <p><u>Language:</u></p> <ul style="list-style-type: none"> - learn related terms and phrases to write about situation, action and result - enrich their knowledge of grammar and vocabulary of an academic discourse 	<p>AWE 5 -to be able to efficiently communicate ideas using appropriate academic style, vocabulary, grammar, punctuation and employ skills of argumentative writing in English</p> <p>AWE 6 - to be able to solve practical problems of professionally oriented texts and to do efficient planning and structuring (introduction, main body, conclusion)</p>
-----------------------------------	----------	----------	--	--	--	--

7. Types of essays	8	16	<p>7.1. Essay outline</p> <p>7.2. Main types of essay:</p> <p>(1) definition,</p> <p><u>(2) narrative,</u></p> <p><u>(3) descriptive</u></p> <p>(4) expository,</p> <p>(5) persuasive,</p> <p><u>(6) argumentative,</u></p> <p>(7) analytical,</p> <p><u>(8) comparison and contrast</u></p> <p>(9) cause and effect,</p> <p>(10) critical,</p> <p>(11) process,</p> <p>(12) synthesis,</p> <p>(13) explicatory</p> <p>(14) rhetorical analysis,</p> <p><u>(15) review,</u></p> <p><u>(16) research</u></p>	<p>7.1. Write an outline of the essay (topic given)</p> <p>7.2. Prepare the presentation on peculiarities of each essay type (group work)</p> <p>7.3. Write a definite type of essay</p>	<p>The students will:</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> - learn to write essays according to the structure and required features; - acquire the skills of differentiating types of essays <p><u>Language:</u></p> <ul style="list-style-type: none"> - develop the skills of stylistically adequate writing - correct grammatical errors, ambiguous phrasings, redundancy and repetition 	<p>AWE 7 -to acquire theoretical knowledge and apply it while developing the skills of writing texts with relevant content</p>
Total for Module 2	<p>Topics: 4</p> <p>In-class work: 16</p> <p>Self-study work: 32</p>					

Module 3. Scholarly Writing

<p>8. Writing in Research</p>	<p>2</p>	<p>4</p>	<p>8.1. Major research concepts (problem, topic, hypothesis, methods, objectives, data, evidence, findings, conclusion(s)) and their objectification in a research paper.</p> <p>8.2. Literature review.</p> <p>8.3. Data analysis (cause and effect, comparison and contrast, argumentation, generalisation); describing graphs.</p>	<p>8.1. Identify the major research concepts in the given research paper</p> <p>8.2. Write a literature review.</p> <p>8.3. Describe a graph / table.</p>	<p>The students will</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> - become aware of the major research concepts; - be able to recognize the research concepts in a research paper; - develop the skills of writing a literature review; - develop the skills of analysing data <p><u>Language:</u></p> <ul style="list-style-type: none"> - learn academic vocabulary and grammar structures used for describing major research concepts; - improve the skills of employing cohesive links for describing data analysis 	<p>AWE 8 - to be able to continue autonomous learning and understand the need for enhancing academic writing competence by demonstrating knowledge of research concepts (hypothesis, data, methods, tables and graphs, conclusion, and results)</p>
--------------------------------------	----------	----------	---	---	--	--

<p>9.The abstract or summary of a scholarly article</p>	<p>2</p>	<p>4</p>	<p>9.1. Distinction between common types of scholarly articles:</p> <ul style="list-style-type: none"> – original research (empirical), – review, and – theoretical article. <p>9.2. Peculiarities of an abstract vs. a summary of a research paper.</p>	<p>9.1. Specify the topic and develop the contents (plan) of your real/ideal research paper.</p> <p>9.2. Compile an abstract of the given research paper, using the outline that was considered in class.</p>	<p>The students will:</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> – improve their understanding of major research concepts; – develop the skills of drafting, revising, editing, and proofreading <p><u>Language:</u></p> <ul style="list-style-type: none"> – learn how to specify the topic and develop the contents (plan) of a research paper; – practise writing an abstract of the given research paper; – master the techniques of drafting, revising, editing, and proofreading 	<p>AWE 8 - to be able to continue autonomous learning and understand the need for enhancing academic writing competence by demonstrating knowledge of research concepts (hypothesis, data, methods, tables and graphs, conclusion, and results)</p> <p>AWE 9 - to solve complex specialized tasks and practical problems on the basis of the developed skills of drafting, revising, editing, proofreading, and peer reviewing</p>
---	----------	----------	---	---	--	--

<p>10. Proofreading and peer reviewing</p>	<p>2</p>	<p>4</p>	<p>10.1. The notion of academic writing reviewing. Types and purposes.</p> <p>10.2. Forms and guidelines for peer reviewing.</p> <p>10.3. Providing and using feedback to improve an academic text. Proofreading.</p>	<p>10.1. Requesting and writing informal peer reviews.</p> <p>10.2. Case studies of analyzing and comparing different guidelines. Writing a review.</p> <p>10.3. Understanding referees' reviews and implementing recommendations on the example of the abstract and literature review.</p>	<p>The students will:</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> -define the notions 'editorial review', 'peer review', 'blind/open peer review'; -develop understanding the stages of submitting and publishing scientific papers, as well as the peer reviewing process; -broaden their knowledge of compiling a paper review and applying the guidelines provide; <p><u>Language:</u></p> <ul style="list-style-type: none"> -get acquainted with basic notions and understand major ideas of peer reviewing; -improve summarizing and giving feedback skills; -learn to discuss and assess the critique; 	<p>AWE 9 - to solve complex specialized tasks and practical problems on the basis of the developed skills of drafting, revising, editing, proofreading, and peer reviewing</p>
<p>Total for Module 3</p>	<p>Topics:3 In-class work: 6 Self-study work: 12</p>					

Total for the course	Modules: 3 Topics: 10 In-class work: 30 Self-study work: 60
-----------------------------	--

Aim of the Module 1 Academic Reading, Writing, and Integrity: competences foreseen by the study of the programme

GC 3. Ability to search for, process and analyse information from a variety of sources to complete/structure/produce academic texts properly
GC 4. Ability to work autonomously for doing research in writing
GC 6. Skills in the use of information and communications technologies to follow academic integrity rules
SC 1. Ability to do appropriate academic research in different contexts
SC 2. Ability to communicate with groups and individuals using the appropriate terminology of the subject area in the foreign language
SC 3. Ability to collect, retrieve and manage information for scholarly writing
SC 5. Ability to identify and utilise appropriate sources of information (references, citations, articles) in the relevant area

Learning objectives of module (course unit)	Teaching/learning methods	Assessment methods
<p>The students will:</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> - define the notions of "academic text" and "non academic text", - understand peculiarities of main genres in academic writing - identify the features of various text types; -develop their understanding of the way how to produce different types of texts <p><u>Language:</u></p> <ul style="list-style-type: none"> - get acquainted with basic terms, notions, and develop their meaning from the context; - develop skills in writing different letters and emails;; <p>- improve speaking and critical thinking skills</p>	<p>Interactive lecture Case-study Scaffolded learning Hands-on learning Cooperative learning</p> <p>Self-learning</p>	<p>Moodle / Google tests (true-false, multiple choice, short answer questions);</p> <p>Teacher's regular oral /written feedback</p>

<p><u>Content:</u> – understand the principles of selecting academic texts and reading them critically; – master the strategies of reading for specific purposes</p> <p><u>Language:</u> – identify the text structure and the techniques of academic writing for a specific purpose; – analyze the keywords and expressions that make a text attractive and coherent; – improve the skills of critical thinking and argumentative writing</p>	<p>Inquiry-Based Learning Hands-on learning Self-learning</p>	<p>In-class quiz; Peer-review; In class analyses of the given texts; Teacher’s regular oral / written feedback.</p>
---	---	--

<p><u>Content:</u> -define the notions of ‘academic integrity’ and ‘referencing’; -distinguish between the text processing means of quoting, paraphrasing, summarizing; -broaden their awareness of elements of plagiarism and various academic misconduct types;</p> <p><u>Language:</u> -learn related terms and notions to understand key ideas and discuss the fundamentals of academically honest texts; -improve their reading comprehension and fact presentation skills;</p>	<p>Scaffolded learning Hands-on learning Inquiry-Based Learning Personalised learning Self-learning</p>	<p>Peer and self -review; In-class quiz (paraphrasing and referencing); Teacher’s regular oral / written feedback; Writing a summary</p>
---	---	--

Aim of the Module 2 Language Basics of Academic Style: competences foreseen by the study of the programme

- GC 1. Ability to communicate in a second language and use English to mediate ideas and opinions as well as exchange professional information in speaking and writing
- GC 3. Ability to search for, process and analyse information from a variety of sources to complete/structure/produce academic texts properly
- GC 4. Ability to work autonomously for doing research in writing
- GC 6. Skills in the use of information and communications technologies to follow academic integrity rules
- SC 1. Ability to do appropriate academic research in different contexts
- SC 3. Ability to collect, retrieve and manage information for scholarly writing
- SC 6. Ability to understand the nature of writing different types of academic texts and apply its principles

Learning objectives of module (course unit)	Teaching/learning methods	Assessment methods
<p><u>Content:</u></p> <ul style="list-style-type: none"> - acquire the skills of choosing and narrowing the topic; - master various brainstorming techniques; - learn how to make an outline of the text; - acquire the skills of identifying the topic sentence, of differentiating between the main and supporting ideas; - learn how to structure paragraphs; - learn about revising, editing, and proofreading the text; - learn the elements of peer reviewing. <p><u>Language:</u></p> <ul style="list-style-type: none"> - learn academic vocabulary and grammar structures used for describing the writing process (the students will become more aware of the writing steps) 	<p>Scaffolded learning Personalised learning Self-learning Cooperative learning</p>	<p>Peer and self-review; In-class quiz (structuring paragraphs and transition between them); Teacher's regular oral / written feedback</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> - understand peculiarities of academic text structure - learn the steps how to structure academic texts - learn the peculiarities of IMRaD structure of academic texts - acquire the skills of writing introduction, body paragraphs and conclusion <p><u>Language:</u></p> <ul style="list-style-type: none"> - develop clear and cohesive text structure; - ensure thoughts are logically ordered, suitably linked and well-supported at paragraph and text level; - improve speaking and fact presentation skills 	<p>Inquiry-Based Learning Hands-on learning Self-learning Case study</p>	<p>Project work (PPT); Peer and self-review; In-class quiz (academic texts structure); Teacher's regular oral / written feedback.</p>

<p><u>Content:</u></p> <ul style="list-style-type: none"> - understand and practise how to summarize, analyze, present opinion -organize and support ideas in a logical and argumentative way <p><u>Language:</u></p> <ul style="list-style-type: none"> - learn related terms and phrases to write about situation, action and result; - enrich their knowledge of grammar and vocabulary of an academic discourse 	<p>Hands-on learning Inquiry-Based Learning Peer learning Case study</p>	<p>On-line test (true-false, multiple choice, short answer questions); Peer and self-review; In-class quiz; Teacher’s regular oral / written feedback.</p>
<p><u>Content:</u></p> <ul style="list-style-type: none"> - learn to write essays according to the structure and required features; acquire the skills of differentiating types of essays <p><u>Language:</u></p> <ul style="list-style-type: none"> develop the skills of stylistically adequate writing -correct grammatical errors, ambiguous phrasings, redundancy and repetition 	<p>Scaffolded learning Peer learning Cooperative learning Case study</p>	<p>Peer and self-review; Teacher’s regular oral / written feedback; Writing an essay</p>
<p>Aim of the Module 3 Scholarly Writing: competences foreseen by the study of the programme</p>		
<p>GC 2. Capacity to generate new ideas (creativity) in writing GC 3. Ability to search for, process and analyse information from a variety of sources to complete/structure/produce academic texts properly GC 4. Ability to work autonomously for doing research in writing GC 5. Ability to evaluate and maintain the quality of work produced in given cases SC 1. Ability to do appropriate academic research in different contexts SC 3. Ability to collect, retrieve and manage information for scholarly writing SC 4. Ability to select an appropriate type of essay to disclose a topic SC 5. Ability to identify and utilise appropriate sources of information (references, citations, articles) in the relevant area</p>		
<p>Learning objectives of module (course unit)</p>	<p>Teaching/learning methods</p>	<p>Assessment methods</p>

<p><u>Content:</u> - become aware of the major research concepts; - be able to recognize the research concepts in a research paper; - develop the skills of writing a literature review; - develop the skills of analysing data</p> <p><u>Language:</u> - learn academic vocabulary and grammar structures used for describing major research concepts; - improve the skills of employing cohesive links for describing data analysis</p>	<p>Inquiry-Based Learning Problem-based learning Case study Self-learning</p>	<p>Peer and self-review; In-class quiz (graph description); Google/Moodle tests (true/false, multiple choice, short answer questions) Teacher’s regular oral / written feedback; Writing a literature review</p>
<p>The students will: <u>Content:</u> – improve their understanding of major research concepts; – develop the skills of drafting, revising, editing, and proofreading</p> <p><u>Language:</u> – learn how to specify the topic and develop the contents (plan) of a research paper; – practise writing an abstract of the given research paper; – master the techniques of drafting, revising, editing, and proofreading</p>	<p>Scaffolded learning Self-learning Hands-on learning Case study Inquiry-based learning</p>	<p>In-class quiz; Teacher’s regular oral / written feedback. Writing a peer review on fellow student’s literature review</p>
<p><u>Content:</u> -define the notions ‘editorial review’, ‘peer review’, ‘blind/open peer review’; -develop understanding the stages of submitting and publishing scientific papers, as well as the peer reviewing process; -broaden their knowledge of compiling a paper review and applying the guidelines provide;</p> <p><u>Language:</u> -get acquainted with basic notions and understand major ideas of peer reviewing; -improve summarizing and giving feedback skills; -learn to discuss and assess the critique</p>	<p>Inquiry-Based Learning Problem-based learning Cooperative learning Self-learning</p>	<p>In-class quiz; Teacher’s regular oral / written feedback. Module test or Essay</p>

Assessment and feedback approaches

Teacher-based assessment

Type of work, activity, or task	Max points	Extra information
<p>Timeliness and participation: submitting progress assessment tasks in due time; doing homework and classroom assignments; attending classes and contributing to group discussions; providing peer feedback.</p>	<p style="text-align: center;">7 (1 point per progress assessment task)</p>	<p>The course includes seven (7) progress assessment tasks prior to the final assessment. Each task is worth 1 additional point if the learner completes it in due time and actively participates in all assignments resulting in or from the respective progress assessment task. Feedback is given regularly during the classes. <i>*Timeliness and participation are essential and conducive to the accumulated course grade.</i></p>
<p>Test. The learners will take two online tests (the print format may also be available) - on an email and an essay.</p>	<p style="text-align: center;">10+10 (10 points per test)</p>	<p>Two (2) during the course (Module 1 and Module 2). Each online test is in the drag-&-drop and multiple choice formats. It evaluates the skills of writing an email/essay and using its appropriate elements: - components' order, - British vs. American style, - vocabulary choice, - grammar, and - punctuation. Feedback on the answer to each question is embedded in the test.</p>
<p>Summary. The task is to write a summary of a given essay.</p>	<p style="text-align: center;">11 (10+1)</p>	<p>One (1) during the course (Module 1). The maximum grade for the summary is 10 points, and one more point is granted for the submission cover email. The teacher's feedback is given after checking the summary.</p>

Project Work. The task is to give a presentation (PPT) on the peculiarities of an essay type.	10	One (1) during the course (Module 2). The teacher's and peer feedback is given after the presentation.
Essay. A written essay of 200-250 words should disclose the topic, be logically structured, be stylistically academic, have linkers and normative grammar, include FANBOYS, contain varied vocabulary, and be proofread.	11	One (1) during the course progress assessment (Module 2). The maximum grade for the essay is 10 points, and one more point is given for the submission cover email. The teacher's feedback is provided after checking the essay.
Literature Review. The task is to write a 350-word summary (including references) of a given 1,000-word literature review.	10.5	One (1) during the course (Module 3). The maximum grade for the literature review summary is 10 points, and half a point is given for the submission cover email. The teacher's feedback is given after checking the task.
Peer assessment		
Type of work, activity, or task	Max points	Extra information
Peer Review. The task is to write a 250-word peer review of an anonymously given fellow student's summarized literature review.	10.5	One (1) during the course (Module 3). The maximum grade for the peer review is 10 points, and half a point is given for the submission cover email. The teacher's feedback is given after checking the task.

Course final assessment

Type of work, activity, or task	Max points	Extra information
Essay OR Test	20	<p>In the classroom, the learner is to write an essay of 250-300 words. The text should disclose the topic, be logically structured, be stylistically academic, have linkers and normative grammar, include FANBOYS, contain varied vocabulary, and be proofread. The teacher's feedback will be given after checking the essay.</p> <p>OR</p> <p>A test (online or print format) of 40 drag-&-drop, multiple choice, and true-false questions (each worth half a point) evaluates the learner's competence in using academic writing components and techniques such as:</p> <ul style="list-style-type: none">- logical structure,- British vs. American style (spelling, vocabulary, cliches, punctuation, and writing dates),- vocabulary choice (literary words),- grammar,- punctuation,- citing, and- referencing. <p>Feedback on the answer to each question is embedded in the test.</p>
Total	100 points	It is a pass or fail course.

Assessment criteria for Essay (max. score is 10 points plus 1 point for a cover email)

Criteria / Points	Descriptors			
	10-9 Excellent	8-7 Good	6-5 Satisfactory	4-0* Unsatisfactory
Structure (following a clearly defined logical structure with parts differentiated from each other)	Logical and coherent presentation of the topic ideas and arguments	Logical and coherent presentation with minor structural improvements possible	Essay has a clearly defined structure, though lacking in logics of presentation	Lack of logics, structural parts of the essay are not clearly defined, no evident transition between the parts
Analysis/ Clarity (how profoundly and clearly students analyse and present information in writing, following academic integrity principles)	Profound analysis of the topic, using up-to-date resources and adhering to the principles of academic integrity.	Sufficient analysis of the topic, using up-to-date resources and generally adhering to the principles of academic integrity.	Partial analysis of the topic, using up-to-date resources and generally adhering to the principles of academic integrity.	Poor analysis of the topic, lacking in up-to-date resources and violating the principles of academic integrity.
Content (accuracy and volume of information,	Topic clearly identified, with confident argumenting,	Topic identified, with sufficient argumenting,	Topic partially identified, with some argumenting, supporting and concluding points	Unclear identification of the topic, lacking in argumenting, supporting and concluding points

student's subject knowledge)	supporting and concluding points	supporting and concluding points		
Language (language use, grammar forms, range of vocabulary)	Wide and proper range of grammar, vocabulary and terminology used	Wide and proper range of grammar, vocabulary and terminology used with minor grammatical and lexical mistakes	Insufficient range of grammar, vocabulary and terminology used with occasional major errors	Poor range of grammar, vocabulary and terminology used with frequent major errors
	*4 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			

Assessment criteria for Literature Review (max. score is 10 points plus half a point for a cover email)

Criteria / Points	Descriptors			
	10-9 Excellent	8-7 Good	6-5 Satisfactory	4-0* Unsatisfactory
Structure (following a clearly defined logical structure with parts differentiated from each other)	The structure is clearly defined; the logic is fully overt; the parts of a review are distinguished from each other	The structure is generally clearly defined; minor logical flaws are observed; the parts of a review are distinguished from each other	The structure is generally clearly defined; major logical flaws are observed; there are no clear-cut boundaries between the parts of a review	The structure is not clearly defined, logical flow of thought is absent, the parts of a review are not distinguished from each other
Research (how critically the	The critical analysis is very deep; the formulated	The critical analysis is generally deep; the formulated	The critical analysis is superficial; the formulated conclusions	The critical analysis is absent; the formulated conclusions are completely unsustainable

student analyzed the source text and arrived at their own conclusions)	conclusions are sustainable	conclusions are sustainable; some minor content deviations are possible	are not quite sustainable; serious content deviations are observed	
Content (how well the student understood the reviewed source and rendered its content without distortions)	The main ideas of the reviewed text are rendered absolutely correctly, without distortions; the source information is given in detail	The main ideas of the reviewed text are rendered generally correctly, minor distortions are possible; the source information is not very detailed	The main ideas of the reviewed text are rendered partially correctly, with some distortions; details of the source information are given partially	The main ideas of the reviewed text are rendered incorrectly, with serious distortions; details of the source information are absent
Language (language use, grammar forms, range of vocabulary)	Proper terminology is used; grammar rules are fully observed	Proper terminology is used; minor grammar mistakes are possible	The terminology used does not fully comply with the source text; numerous grammar mistakes are made	The terminology in is a complete disagreement with the source text; numerous and serious grammar mistakes are made
	<p>*4 – the work does not reach a standard described by any of the descriptors given above</p> <p>*0 – the work has not been done</p>			

Assessment criteria for Summary (max. score is 10 points plus 1 point for a cover email)

Assessment criteria for Summary (max. score is 10 points plus 1 point for a cover email)				
Criteria /	Descriptors			
Points	10-9 Excellent	8-7 Good	6-5 Satisfactory	4-0* Unsatisfactory
Structure (giving the answer in a certain logical order)	Logical and coherent presentation of the topic in the post, clear and well-structured answers to the comments	Logical presentation of the topic in the post, after-post discussions/ answers lack confidence and relevance	Lacks of logics and structural parts of the post are not clearly defined, answers are relevant	Lack of logics and structural parts of the post are not clearly defined, answers are not relevant
Clarity/ Research (how much information students found independently and how well it links to the topic, how the resources are presented in terms of academic integrity principles)	Profound research relevant to the topic with up-to-date resources used, presented adhering to the principles of academic integrity.	Research relevant to the topic, though some contemporary resources are missing with minor mistakes in their presentation.	Basic research relevant to the topic, minor mistakes in their presentation.	Elementary research based on a limited number of resources, major mistakes in their presentation.

Content (accuracy and volume of information, student's subject knowledge)	Topic clearly identified and presented, confident leading the thread discussion	Topic clearly identified, not all the rules of social media posts observed	Problems with identifying the topic, the information provided is not relevant to the target audience	Unclear identification of the topic, lack of the ability answer the questions in the comments
Language (language use, grammar forms, range of vocabulary)	Wide and proper terminology used Consistently uses precise, effective vocabulary that completely expresses meaning	Wide and proper terminology used with minor grammatical and lexical mistakes Many word choices are effective and appropriate	Proper terminology used with major grammatical and lexical mistakes	Lack of proper terminology, simple grammatical constructions with mistakes, poor range of vocabulary with spelling mistakes
<p>*4 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done</p>				

Assessment criteria for Project (max. score is 10 points)

Criteria/ Points	Descriptors			
	10-9 Excellent	8-7 Good	6-5 Satisfactory	4-0* Unsatisfactory
Structure (coherence and logics of the project)	Logical and coherent presentation of the project	Logical and coherent project with minor structural improvements possible	The project has a clearly defined structure, but lacks the logic of delivering the ideas/content	Lacks of logics and structural parts of the project are not clearly defined.

<p>Research (how much information students found independently and how well it links to the topic, how the resources are presented in terms of academic integrity principles)</p>	<p>Profound research relevant to the topic with up-to-date resources used, presented adhering to the principles of academic integrity</p>	<p>Research relevant to the topic, though some contemporary resources are missing with minor mistakes in their presentation</p>	<p>Basic research relevant to the topic, minor mistakes in their presentation</p>	<p>Elementary research based on a limited number of resources, major mistakes in their presentation</p>
<p>Content (accuracy and volume of information, student's subject knowledge)</p>	<p>The content fully meets the objectives of the task, is relevant and consistent.</p>	<p>The project is coherent and covers the set goals, but conclusions and practical applications are not clearly defined</p>	<p>The content of the project does not fully cover the set components, though it is relevant to the main goal</p>	<p>The project is not coherent, the set components, conclusions are missing. The relevance to the main goal is very general</p>
<p>Language (language use, grammar forms, range of vocabulary)</p>	<p>Wide and proper terminology used, appropriate stylistics.</p>	<p>Wide and proper terminology used with minor grammatical and lexical mistakes.</p>	<p>Proper terminology used with major grammatical and lexical mistakes</p>	<p>Lack of proper terminology, simple grammatical constructions with mistakes, poor range of vocabulary with spelling mistakes.</p>
	<p>*4 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done</p>			

Assessment criteria for Peer Review (max. score is 10 points plus half a point for a cover email)

Criteria / Points	Descriptors			
	10-9 Excellent	8-7 Good	6-5 Satisfactory	4-0* Unsatisfactory
Structure (sense of unity, logical order, transitions)	Assessment is exceptionally coherently stated and developed with clear sense of unity and order, logical transitions between structural elements. Highly accurate, specific data.	Assessment is adequately stated and developed with mostly clear sense of unity and order, logical transitions between structural elements. Accurate, specific data.	Assessment is partially adequately stated and developed, lacks sense of unity and order, ideas are loosely connected, inaccurate / non-specific data.	Assessment is inadequately developed, has no apparent sense of unity and logical order, inaccurate / non-specific.
Clarity and constructiveness (constructiveness of feedback, clarity)	Accomplished purpose of assignment directly and completely in exceptional manner. The feedback is detailed and constructive about the elements which worked well and those to be improved.	Accomplished assignment in a capable / sufficient manner. Most of the feedback is constructive and clear as to the elements which worked well and those to be improved.	Accomplished purpose of assignment partially or indirectly. Feedback about what is well-structured and what worked well is brief / limited and not quite specific.	The purpose of the assignment is not accomplished. Feedback about the structure is scarce / ineffective and lacks clarity.
Content (accuracy and volume of information, accuracy and relevance of supporting data)	Exceptionally abundant content feedback, points are clearly stated and thoroughly supported by specific, relevant data.	Sufficient information that relates to paper assessment. Most of major topics are covered somewhat lacking in supporting details and specificity.	Insufficient content feedback that very little relates to paper assessment. Little or no supporting data, not relevant or specific.	No information / information included does not relate to paper assessment. No supporting data.

Language (use of grammar, spelling, punctuation, capitalization, terms)	Wide and proper use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms.	Not more than six errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms but did not affect overall clarity	Use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms with no more than ten errors that made the paper unclear or difficult to read.	More than ten distracting errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms.
<p>*4 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done</p>				

Calculation of the score on a 4-point scale				
Criterion	points achieved			
	Excellent 10-9	Good 8-7	Satisfactory 6-5	Unsatisfactory 4-0
Structure	2,5	2	1,5	1
Clarity/Research	2,5	2	1,5	1
Content	2,5	2	1,5	1
Language	2,5	2	1,5	1
Total score	_____ out of 10			

Summative Assessment. Rubrics for Essay Assessment (max. score is 20 points)

	Exceeds Expectations	Meets Expectations		Below Expectations		Does not Meet Expectations	
Grade	A	B	C	D	E	F	FX
Performance Criteria	20-16	15-13	12-11	10-9	8-6	5-1	0
<i>Content</i>	Accomplished purpose of assignment directly and completely in an exceptional manner. All major topics thoroughly supported by specific, accurate, relevant data.	Accomplished assignment in a capable manner. Major topics covered but supporting detail somewhat lacking in specificity, accuracy, or reference.	Accomplished assignment in a sufficient manner. Most of major topics covered but supporting detail often lacking in specificity, accuracy, or reference.	Accomplished purpose of assignment only partially or indirectly. Little or no supporting data or data presented was not relevant, specific, or accurate.	Accomplished purpose of assignment only partially or indirectly. Little or no supporting data or data presented was not relevant, specific, or accurate.	The purpose of the assignment is not accomplished. No supporting data.	Not enough or nothing to evaluate

<p><i>Organization</i></p>	<p>Exceptionally clear sense of unity and order, logical transitions, highly effective opening and closing</p>	<p>Adequate sense of unity and order, most transitions effective, clear opening and closing</p>	<p>Sufficient sense of unity and order, most transitions effective, clear opening and closing</p>	<p>Lacked sense of unity and order, ineffective/lack of transitions, ineffective opening and closing</p>	<p>Lacked sense of unity and order, ineffective/lack of transitions, ineffective opening and closing</p>	<p>No sense of unity and order, no transitions, no opening and closing</p>	
<p><i>Clarity and Conciseness</i></p>	<p>Used smooth, clear, readable prose in a superior way throughout, no wordiness, consistently effective word choice.</p>	<p>Used smooth, clear, readable prose throughout the paper, occasional wordiness, generally appropriate word choice.</p>	<p>Used smooth, clear, readable prose throughout most of the paper, occasional wordiness, generally appropriate word choice.</p>	<p>Lacked smooth. clear. readable prose, contains wordiness, generally ineffective word choice.</p>	<p>Lacked smooth. clear. readable prose, contains wordiness, generally ineffective word choice.</p>	<p>Lacked clarity; ineffective word choice</p>	

<i>Grammar, Vocabulary, Spelling and Punctuation</i>	No more than two errors throughout in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms.	Not more than four errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms but did not affect overall clarity.	Not more than six errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms but did not affect overall clarity.	Not more than eight errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms that made the paper unclear or difficult to read.	Not more than ten errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms that made the paper unclear or difficult to read.	More than ten distracting errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms.	
---	--	---	--	--	--	---	--

Assessment and feedback approaches			
#	Student assignments	Passing threshold /maximum points	Description of assignment
1	Timeliness and participation	7 (1 point per progress assessment task)	The course includes seven (7) progress assessment tasks prior to the final assessment. Each task is worth an additional point if the learner completes it in due time and actively participates in all assignments resulting in or from the respective progress assessment task. The teacher's feedback is given regularly during the classes.

2	Module 1: Test (Progress Task 1)	10	<p>The online test is in the drag-&-drop and multiple choice formats. It evaluates the skills of writing an email and using its appropriate elements:</p> <ul style="list-style-type: none"> - components' order, - British vs. American style, - vocabulary choice, - grammar, and - punctuation. <p>Feedback on the answer to each question is embedded in the test.</p>
3	Module 1: Summary (Progress Task 2)	11	<p>The task is to write a summary of a given essay. The maximum grade for the summary is 10 points, and one more point is given for the submission cover email. The teacher's feedback is given after checking the summary.</p>
4	Module 2: Project Work (Progress Task 3)	10	<p>The task is to give a presentation (PPT) on the peculiarities of an essay type. The teacher's and peer feedback is given after the presentation.</p>
5	Module 2: Test (Progress Task 4)	10	<p>The online test is in the drag-&-drop and multiple choice formats. It evaluates the skills of writing an essay and using its appropriate elements:</p> <ul style="list-style-type: none"> - components' order, - British vs. American style, - vocabulary choice, - grammar, and - punctuation. <p>Feedback on the answer to each question is embedded in the test.</p>
6	Module 2: Essay (Progress Task 5)	11	<p>A written essay of 200-250 words should disclose the topic, be logically structured, be stylistically academic, have linkers and normative grammar, include FANBOYS, contain varied vocabulary, and be proofread. The maximum grade for the essay is 10 points, and one more point is given for the submission cover email. The teacher's feedback is provided after checking the essay.</p>
7	Module 3: Literature Review (Progress Task 6)	10.5	<p>The task is to write a 350-word summary (including citations) of a given 1,000-word literature review. The maximum grade for the literature review summary is 10 points, and half a point is given for the submission cover email. The teacher's feedback is provided after checking the task.</p>

8	Module 3: Peer Review (Progress Task 7)	10.5	<p>The task is to write a 250-word peer review of an anonymously given fellow student's summarized literature review.</p> <p>The maximum grade for the peer review is 10 points, and half a point is given for the submission cover email.</p> <p>The teacher's feedback is provided after checking the task.</p>
9	Final/Summative Assessment	20	<p>In the classroom, the learner is to write an essay of 250-300 words. The text should disclose the topic, be logically structured, be stylistically academic, have linkers and normative grammar, include FANBOYS, contain varied vocabulary, and be proofread.</p> <p>The teacher's feedback will be given after checking the essay.</p> <p>OR</p> <p>A test (online or print format) of 40 drag-&-drop, multiple choice, and true-false questions (each worth half a point) evaluates the learner's competence in using academic writing components and techniques such as:</p> <ul style="list-style-type: none"> - logical structure, - British vs. American style (spelling, vocabulary, cliches, punctuation, and writing dates), - vocabulary choice (literary words), - grammar, - punctuation, - citing, and - referencing. <p>Feedback on the answer to each question is embedded in the test.</p>

Assessment scale		
Mark on the scale of the higher education institution		
90 – 100	A	passed
80 – 89	B	

70 – 79	C	
60 – 69	D	
50 – 59	E	
0-49	F	failed

Equipment, digital tools, and educational technologies for the course

Smart board and books procured during MultiEd project, Internet, educational technologies, smartphones.

Books to be procured in this project:

1. Bailey, S. (2021). Academic Writing for University Students. Routledge. 2021. (e-book)
2. Folse, K.S., Solomon, E.V., & Clabeaux, D. (2020). Great Writing 3. From Great Paragraphs to Great Essays. 5th Edition. Boston, MA: National Geographic Learning/Cengage Learning. (e-book)

Books and resources recommended for this course

Recommended books

1. Bailey, S. (2011). Academic Writing. A Handbook for International Students. 3d edition. Routledge. (Retrieved from [https://www.kau.edu.sa/files/0013287/subjects/academic-writing-handbook-international-students-3rd-ed%20\(2\).pdf](https://www.kau.edu.sa/files/0013287/subjects/academic-writing-handbook-international-students-3rd-ed%20(2).pdf))
2. Evans, V. (2009). Successful Writing: Intermediate, Upper-Intermediate, and Proficiency. Express Publishing (Retrieval at http://french.ru/successful_writing.html).
3. Horkoff, T. (2015). Writing for Success. 1st Canadian Edition. BCcampus. (Retrieved from <https://opentextbc.ca/writingforsuccess/>).
4. General Guidelines for Academic Integrity. Report (amended version). 9/23/2019. Erasmus+ Project “European Network for Academic Integrity” (retrieved from https://www.academicintegrity.eu/wp/wp-content/uploads/2019/09/Guidelines_amended_version_1.1_09_2019.pdf)

5. Geyte E.V. (2013) Writing. Learn to Write Better Academic Essays. Collins. 1st Edition. (Retrieved from <https://ru.pdfdrive.com/writing-learn-to-write-better-academic-essays-collins-english-for-academic-purposes-e187423790.html>)

6. Murray, N. (2012). Writing Essays in English Language and Linguistics. (Principles, Tips and Strategies for Undergraduates). Cambridge University Press. (Retrieved from https://books.google.com.ua/books?id=EyoifO5vqAAC&pg=PA5&hl=ru&source=gbs_toc_r&cad=4#v=onepage&q&f=false)

Extra internet books and resources

1. Academic Phrasebank. (Accessible at <https://www.phrasebank.manchester.ac.uk/>).
2. Fitzmaurice, M. & O'Farrell, C. Developing Your Academic Writing Skills: a Handbook. (Retrieved from <https://www.tcd.ie/CAPSL/assets/pdf/Academic%20Practice%20Resources/Developing%20your%20academic%20writing%20skills.pdf>)
3. Norris, C.B. (2012). Academic Writing in English. University of Helsinki. (Retrieved from <http://library.mdu.edu.ua/Documents/zapozucheni/movoznavstvo/AcadWrit.pdf>)
4. Norris, C. B. (2016). Academic Writing in English. Helsinki, Finland: University of Helsinki. (Retrieved from <http://www.helsinki.fi/kksc/language.services/AcadWrit.pdf>)
5. Purdue Online Writing Lab. (Accessible at https://owl.purdue.edu/owl/purdue_owl.html)
6. Using English for Academic Purposes. (Accessible at <http://www.uefap.net/writing/writing-exercises>).
7. wikiHow: How to Use English Punctuation Correctly. (Accessible at <https://www.wikihow.com/Use-English-Punctuation-Correctly>)

Course quality monitoring

- 1.Syllabus feedback from internal and external peer-reviewers**
- 2.Feedback from students who attend the course**
- 3.Students' performance in the course**