**Al-Farabi Kazakh National University**

**Faculty of Philology and World Languages**

**Educational program**

**"Scientific writing"**

**Syllabus**

**() Foreign language: two foreign languages**

**Fall semester 2019-2020 academic year**

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| **Discipline code** | **Discipline naming** | **SIW** | **Number of Hours per week** | **Кол-во кредитов** | **SIWT** |
| **Лек** | **Практ** | **Лаб** |
|  | **Foreign language: two foreign languages** |  | - | 15 | - | 1 | 7 |
| **Lecturer** | Konyrbekova Tolkyn Ordabekovna | **Off./h** | Time table |
| **e-mail** |  |
| **telephone**  |  |  |  |

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| Academic presentation of the course | **Discipline aim**  As a result of studying the discipline, the student will be able to:1 ***Students must be familiar with:**** the research as a specific form of cognitive activity;
* the theory and methodology of scientific research process;
* the nature of scientific research;
* the basic concepts of modern philosophy of education and their role in the development of modern theory and methodology of language education;
* the trends of modern methodological science development.

***must be aware of:**** specific research methods in the field of education;
* the essential characteristics of the main principles as a major body of scientific knowledge;
* system of scientific research methods.

***must be able to:**** select and justify the relevance of the research topic;
* identify and correctly formulate scientific and conceptual structure of the research: the problem, objectives, aims, object, subject, hypothesis, methodological framework, leading idea, the methods of scientific research, research novelty, theoretical and practical significance of the study and etc.;
* formulate and work with the bibliography of the research.
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| Prerequisites and Postrequisites |  |
| Literature and Resources | Literature: *Stephen Bailey. (2011) Academic writing for graduate students*. 3nd ed. Routedge.McCormack, J.,Slaght, J. (2005). *English for academic study: Extended writing and research skills*. Garnet education: The university of reading. McCarthy, M., O'Dell F. (2010) *Academic vocabulary in use*. 3rd ed. Cambridge University Press. Murray, N., Hughes, G. (2008) *Writing up your university assignments and research projects:* A practical handbook. Open University Press. Sowton, Ch. (2012) *50 steps to improving your academic writing*. Garnet Education. Liz Hamp-Lyons, Ben Heasley (2012) *Study writing*. 2nd ed. Cambridge University Press.<http://www.natcorp.ox.ac.uk/><https://the.sketchengine.co.uk/open/>1. <http://oald8.oxfordlearnersdictionaries.com/>
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| Academic policy of the course in the context of university moral values | The rules of academic conduct:1. For each classroom lesson (seminar) you must prepare in advance, according to the schedule below. Preparation of the assignment should be completed before the classroom session, on which the topic is discussed.2. SIW passed a week later will be accepted, but the grade is reduced by 50%3. Academic values:1. Seminars, SIW should be independent, creative2. Unacceptable plagiarism, forgery, the use of cheat sheets, cheating at all stages of knowledge control1. 3. Students with disabilities can receive counseling at E-mail
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| Assessment and Certification Policy | Criteria assessment: assessment of learning outcomes in relation to descriptors (verification of the formation of competencies in midterm control and exams).Summative assessment: assessment of the presence and activity of work in the audience; performance assessment. |

**Calendar (schedule) of the content of the training course**

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| Week / date | Theme | Hours | Highest score  |
| 1 | Background to writing. The purpose of academic writing. Common types of academic writing. The format of long and short writing tasks. The features of academic writing. Some other common text features | 1 | 14 |
| 2 | Avoiding plagiarism. What is plagiarism? Acknowledging sources. Degrees of plagiarism | 1 | 14 |
| 3 | developing critical approaches. Reading methods. Titles, sub-titles and text features. Reading abstracts. Fact and opinion. | 1 | 14 |
| 4 | From understanding titles to planning. The planning process. Outlines**СРСП** Защита СРС1 | 1 | 14 |
| 5 | Finding key points and note-making. Note-making methods. Finding key points. | 1 | 14 |
| 5 | **SIWT Colloquium**  |  |  |
| 5 | **РК1**  |  | 30 |
| 6 | Thesis writing in English as a second language: Psycho-affective/emotional issues, Behavioural issues | 1 | 14 |
| 7 | Paraphrasing. The elements of effective paraphrasing. Techniques for paraphrasing. Summarizing. **SIWT SIW2 Consulting** | 1 | 14 |
| 8 | References and quotations. Why use references? Citations and references. Reference verbs and systems. | 1 | 14 |
| 7-8 |  | 1 | 14 |
| 9 | Organising paragraphs. Paragraph structure. Development of ideas. | 1 | 14 |
| 10 | Introductions and conclusions. Introduction contents. Introduction structure.**SIWT Colloquium** **РК (МТ)** | 1 | 30 |
| 11 | Argument and discussion. Discussion vocabulary. Organisation |  | 100 |
| 12 | The language of discussion. Counter-arguments. Providing evidence |  | 14 |
| 13 | Thesis writing in English as a second language: Rhetorical issues, Social issues Writing a research proposal: Refining a research question, *Details to include in a research proposal,* Criteria for assessing research proposals, Differences between disciplines in choosing a research topic |  | 14 |
| 13 | **SIW with Teacher. Analyzing some research articles.**  |  | 14 |
| 14 | **Final control task** |  | 15 |
| 15 | **SIWT Colloquium**  |  | 15 |
|  |  |  |  |
|  | РК |  |  |
|  | **Экзамен**  |  |  |

Декан O.Abdimanuly

Председатель методбюро

Заведующий кафедрой G.Madiyeva

Лектор T.Konyrbekova