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| **Syllabus**  **Autumn semester 2018-2019**  Academic course information | | | | | | | | | | | |
| **Discipline’s code** | | **Discipline’s title** | **Type** | **Hours per week** | | | | **Credits** | | | **ECTS** |
| **lecture** | **Practical** | | **Lab** |
|  | | Scientific writing | ОК |  | 1 | | 0 |  | | |  |
| **Lecturer** | | Master degree in psychology Rizulla Aidana | | | | **Office hour** | | | | According schedule | |
| **e-mail** | | arizulla@mail.ru | | | |
| **Telephone** | | +7 775 884 98 57 | | | | **Auditorium** | | | |  | |
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| Academic presentation of the course | | "Scientific writing" This course introduces students to the demands and conventions of scientific reading and writing. It focuses on analyzing texts, building effective arguments, and using evidence and secondary source material. Instruction on the stages of the writing process, from prewriting exercises through rough drafts and revisions, forms a key part of the curriculum.  **Aim of course**. This course aims to demystify the writing process and teach the fundamentals of effective scientific writing. Instruction will focus primarily on the process of writing and publishing scientific manuscripts. | | | | | | | | | |
| Prerequisites | | Psychology, English, Statistics | | | | | | | | | |
| Post requisites | | disciplines that are closely related to "Psychology" | | | | | | | | | |
| Information resources | | **Main Bibliography:** Publication Manual of the American Psychological Association, Sixth Edition, 2010Academic Writing A Handbook for International Students, Third edition, Stephen Bailey **Additional Bibliography:**  Successful Scientific Writing: A step-by-step guide for biomedical scientists, Matthews and Bowen, Cambridge University Press; 3 edition (November 5, 2007) | | | | | | | | | |
| Academic policy of the course in the context of university moral and ethical values | | 1. For each class you have to prepare according to the schedule below.  2. Homework will be distributed throughout the semester, as shown in the graph of discipline.  3. Most homework will include writing and editing exercises, including writing a news article and a real Letter to the Editor.  4 During the semester, you will use the material studied in the project. Specific requirements for the project will be distributed in class. All parts of the project will constitute 10% of the final mark of the course.  Homework requirements:  • Homework should be carried out within a specified time (deadlines).  • Homework should be done on one side of a sheet of A4 paper, and pages must be attached in order of numbering issues (problems). Questions (task) must be numbered, and definitive answers (if necessary) must be provided. (Homework, do not meet these standards will be returned with an unsatisfactory evaluation).  • You can work together with another student with homework, which includes explaining the topic. Writing exercises should be prepared individually. | | | | | | | | | |
| Evaluation and attestation policy | | **Criteria-based evaluation:** Appropriate timing of homework may be extended in the event of extenuating circumstances (such as illness, emergencies, contingency, etc.) in accordance with the University's academic policies. Student participation in discussions and exercises during class will be taken into account in its overall assessment of the discipline. Design issues, dialogue and feedback on the subject of discipline are welcomed in classes, and the lector during final grade will take into account the participation of each student in the class.  **Summative evaluation:**  Your final score will be calculated by the formula: (РК1+РК2)/2∙0,6+0,1МТ+0,3ИК  Below are minimum estimates (in Percentage):  95% - 100%: А 90% - 94%: А-  85% - 89%: В+ 80% - 84%: В 75% - 79%: В-  70% - 74%: С+ 65% - 69%: С 60% - 64%: С-  55% - 59%: D+ 50% - 54%: D- 0% -49%: F | | | | | | | | | |
| **Calendar (schedule) the implementation of the course content:** | | | | | | | | | | | |
| Week / date | Topic title (practical classes, Iindependent work of students) | | | | | Number of hours | | | Maximum score | | |
|  | Practical (laboratory) occupation 1. What makes good writing? Are there “good writers” and “bad writers”? | | | | | 1 | | | 5 | | |
|  | SWS 1. How to attract the reader? | | | | | 1 | | | 10 | | |
| **1** | Practical (laboratory) occupation 2. Dissecting the news article. News-writing is the art of maximizing information and minimizing words; it’s the barest-bones form of writing. The fundamentals of good writing can be learned by dissecting news articles. | | | | | 1 | | | 5 | | |
|  | SWS 2. Analysing and resuming information. | | | | | 1 | | | 10 | | |
| **2** | Practical (laboratory) occupation 3. APA standards and requirements for scientific papers. | | | | | 1 | | | 5 | | |
|  | SWS 3. Basic rules for the academic paper. | | | | | 1 | | | 5 | | |
|  | Practical (laboratory) occupation 4. Writing Basics I. Punctuation and Parallelism. Tricks for clarity, brevity, and finesse. | | | | | 1 | | | 5 | | |
|  | SWS 4. Writing policy. | | | | | 1 | | | 5 | | |
|  | Practical (laboratory) occupation 5. Writing Basics II. Introduction part. Paragraphs, logic, and organization. Organizational strategies. | | | | | 1 | | | 5 | | |
|  | SWS 5. Structuring the material. | | | | | 1 | | | 5 | | |
| **4** | Practical (laboratory) occupation 6. Writing Basics III. Putting it all together | | | | | 1 | | | 5 | | |
|  | SWS 6. Synthesis and taking all together. | | | | | 1 | | | 5 | | |
|  | Practical (laboratory) occupation 7. Method part 1. | | | | | 1 | | | 5 | | |
|  | SWS 7. An open paragraph of the method part. Participants. | | | | | 1 | | | 5 | | |
|  | Practical (laboratory) occupation 8. Method part 2. | | | | | 1 | | | 5 | | |
|  | SWS 8. Variables and procedure. | | | | | 1 | | | 5 | | |
|  | RC 1. Introduction part. | | | | | 1 | | | 5 | | |
|  | MC 1 Presentation: APA requirements for the scientific article. | | | | | 1 | | | 100 | | |
|  | Practical (laboratory) occupation 9. Method part 3. Results. | | | | | 1 | | | 5 | | |
|  | SWS 9. Writing the result part. | | | | | 1 | | | 12 | | |
|  | Practical (laboratory) occupation 10. The Abstract and Discussion. | | | | | 1 | | | 5 | | |
|  | SWS 10. Writing an abstract and discussion. | | | | | 1 | | | 10 | | |
|  | Practical (laboratory) occupation 10. References. | | | | | 1 | | | 15 | | |
|  | SWS 11. List of references. | | | | | 1 | | | 10 | | |
|  | Practical (laboratory) occupation 12. Peer review 1. | | | | | 1 | | | 5 | | |
|  | SWS 12. Peer review in the groups. | | | | | 1 | | | 21 | | |
|  | Practical (laboratory) occupation 13. Peer review 2. | | | | | 1 | | | 5 | | |
|  | SWS 13. Peer review in the groups. | | | | | 1 | | | 10 | | |
|  | Practical (laboratory) occupation 14. Plagiarism issues. | | | | | 1 | | | 5 | | |
|  | Practical (laboratory) occupation 15. Writing the competitive article. | | | | | 1 | | | 5 | | |
|  | RC 2 Scientific writing strategy and policy. | | | | | 1 | | | 24 | | |
|  |  | | | | |  | | | 100 | | |

Teacher Rizulla A.R.

Head of the Chair of

General and Applied Psychology Madalieva Z.B.

Chairman of the Faculty Methodical Bureau Zhubanazarova N.S.