**AL-FARABI KAZAKH NATIONAL UNIVERSITY**

Faculty of philosophy and political sciences

Chair of pedagogy and educational management

**Approve**

**Dean faculty \_\_\_\_\_\_\_\_\_ А.R.Massalimova**

**«\_\_\_\_\_\_»\_\_\_\_\_\_\_\_\_\_\_\_2019y.**

**Program of final examination of discipline**

**Ped 5203-«Scientific writing»**

Specialty- 5B012300 Social pedagogy and self-cognition, 5B010300- Pedagogy and psychology

4th course, autumn semester,7th semester

Almaty 2019y

The list of examinational themes for preparation to final examination:

**Module 1.**

**Practical lesson 1** Developing the researched essay. Thinking about the topic. Becoming an Academic Writer

**Practical lesson 2** Scientific article preparation: title.

**SSWT1**. **Consultation. A)** Title of the article. An academic essay’s introduction. Hook, background information, and a thesis statement. B) Abstract of the article. Body Paragraphs, the supporting details of the essay.

Scientific article preparation: abstract.

Body Paragraphs. Examining body paragraphs.

**Module 2.**

The Conclusion. Examining a conclusion. Understanding Assignments

Selecting and Narrowing a topic. Collecting Information from Primary and Secondary Sources. Guidelines for Researching a Topic. Unity. Editing for unity. Unity within an Essay. APA Style Reference Citations. What is Scientific Writing?

**Module 3.**

Origins of Scientific Writing. Coherence. Using Transitions for Coherence. Identifying run-on sentences. Using coordinating conjunctions to correct run-on sentences. Using subordinating conjunctions to correct run-on sentences. To write list of references using APA Style Reference Citations. Scientific article preparation: keywords. Evaluating Reliability of websites. Final version of Long Article. Quoting from a Source. Attributing quotations to their sources. Factors that Lead to Success in College.

***As a result of mastering the discipline, student is able to:***

•Present scientific information in appropriate language for various audiences, including scholarly and general, in print and online.

•Understand of the needs of various audiences/reader ships and how these needs affect the style, vocabulary, and content of writing.

•Understand the origins of scientific writing styles

•Write concisely, concretely, and accurately to present complex scientific ideas clearly.

•Expand information literacy (researching primary and secondary sources) for finding, evaluating, integrating and synthesizing ethically the necessary information and visuals for the completion of a project.

•Work with scientists.

•Effectively and ethically incorporate appropriate scientific exhibits (visuals, graphs, charts, etc) for designing presentations and posters, and for supplementing text.

•Workshop and revise text, respond effectively to peers’ work in progress and participate in collaborative learning activities.

Competence in the mechanics of writing is essential, including use of appropriate

documentation styles.

## Grading Criteria:

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| --- | --- |
| **Grade** | **Criteria** |
| **Excellent** | 1. the correct and complete answers to all theoretical questions are given; 2. The practical task is completely solved; 3. The material is set forth correctly in a logical sequence; 4. Creativity is demonstrated. |
| **Good** | 1. The correct but incomplete answers to all theoretical questions are given, insignificant errors or inaccuracies are existed; 2. The practical task has been completed, but a minor mistake has been made; 3. The material is set forth correctly in a logical sequence. |
| **Satisfactory** | 1. The answers to theoretical questions are correct, but incomplete, inaccuracies in the wording and logical errors are existed; 2. The practical task is not fully completed; 3. The material is presented correctly, but the logical sequence is broken. |
| **Unsatisfactory** | 1. Answers to theoretical questions contain gross errors; 2.The practical task is not completed; 3. In the statement of the answer, grammatical and terminological errors were made, the logical sequence was violated. |

**Assessment of exam papers is carried out on a 100-point scale,  
taking into account the degree of completeness of the student’s response:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Scale, points** | Grade  1st question | Grade  2nd question | Grade  3rd question |
| 90-100 excellent | 26-30 | 32-35 | 32-35 |
| 75-89 good | 23-27 | 26-31 | 26-31 |
| 50-74 satisfactory | 14-22 | 18-26 | 18-26 |
| 0-49 unsatisfactory | 0-15 | 0-17 | 0-17 |

**Recommended literature:**

1.Effective academic writing.2019. Rhonda Liss, Jason Davis. Oxford University Press.

2. Vincentas Lamanauskas. (2019).Scientific article preparation: title, abstract and keywords. Problemsof Education in the 21st Сentury. Vol.77, №4.

3.APA Style Reference Citations. https://www.utoledo.edu/library/help/guides/docs/APAstyle.pdf

4.Alice Oshima, Ann Hogue.Introduction to Academic Writing. Second Edition.-1997 by Addison Wesley Longman

5. Mary Stephens. Practice Writing.1998. Addison Wesley Longman Limited

6. Уолш И.А., Варшавская А.И. и др. А Course in Written English.Просвещение.1983

7.Кусаинов А. Качество образования в мире и в Казахстане. – АНОО «Издательский Центр ИЭТ», Москва, 2014.- 208 с.

1. 8. Inez De Florio.Effective Teaching and Successful Learning: Bridging the Gap Between Research and Practice.- Cambridge University Press:2016