Al-Farabi Kazakh National University

Faculty of Philology

Department of Turkology and Language Theory

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| CONFIRMED by  Dean of the faculty  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Zholdasbekova B.  Protocol № \_\_\_,August \_\_\_, 2023 | APPROVED bythe University Scientific-methodicalCouncil MeetingProtocol №\_\_, August \_\_\_, 2023Vice-Rector for Academic Affairs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Zhakupova F |

### EDUCATIONAL-METHODICAL COMPLEX OF DISCIPLINE

### Code: AP 7201; «Academic writing»

Specialties: “8D02304 – Literary Study”, 8D01701 – Kazakh Language and Literature, 8D01705 – Foreign Language: Two Foreign Languages, “8D01704 – Russian Language and Literature”, 8D02208 – Turkology, “8D02306 – Foreign Philology (Western Languages)”, 8D02302 – Translation (Western Languages), 8D02303 – Linguistics, 8D02307 – Kazakh Philology

PhD program

Course – 1

Semester – 1

Number of credits – 1

**Almaty, 2023**

Educational-methodical complex of the discipline is made by a senior lecturer, Doctor PhD Aliakbarova А.T.

Based on the working curriculum on the specialty 8D01705 – Foreign languages: two foreign languages

Considered and recommended at the meeting of the department of Turkology and Language Theory

Protocol № 1\_\_\_September \_\_\_ , 2023

Head of department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ R.A. Avakova

### Recommended by methodical bureau of the faculty

Protocol № 3\_\_September \_\_\_, 2023

Chairman of the method bureau of the faculty \_\_\_\_\_\_\_\_\_\_\_\_\_ Ekshembieva L.V.

**SYLLABUS**

**Fall semester 2023-2024 academic years**

**on the educational program – Russian Language and Literature, Literary Study, Foreign Linguistics**

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| **Discipline’s code** | **Discipline’s title** | **Independent work of students (IWS)** | **No. of hours per week** | | | | | **Number of credits** | **Independent work of student with teacher (IWST)** |
| **Lectures (L)** | **Practical training (PT)** | | **Laboratory (Lab)** | |
| AP 7201 | Academic writing | 3 | 0 | 18 | |  | | 5 | 3 |
| **Academic course information** | | | | | | | | | |
| **Form of education** | **Type of course** | **Types of lectures** | | | **Types of practical training** | | **Number ofIWS** | | **Form of final control** |
|  |  | Online | | |  | | 3 | | written |
| Lecturer | Aliakbarova A.T., PhD doctor, senior lecturer | | | | | | Office hours  Monday  10:00-16:50 | | |
| e-mail | [aliakbarova.a@kaznu.kz](mailto:aliakbarova.a@kaznu.kz) | | | | | |
| Telephone number | 8 (727) 3773337 13-21 | | | | | |

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| **Academic presentation of the course** |

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| **Aim of course** | **Expected Learning Outcomes (LO)**  As a result of studying the discipline the undergraduate will be able to: | **Indicators of LO achievement (ID)**  (for each LO at least 2 indicators) |
| **Critically analyze, evaluate, synthesize, generate new ideas, problems, approaches and new trends in language research, propose hypotheses and solutions to scientific problems, generate new goals and knowledge by conducting original scientific research in linguistics.** | Form for doctoral students:  1) ability to critically analyze and evaluate modern scientific achievements, generate new ideas in solving research and practical problems Justify the topic, select the object and determine the research topic;  2) the ability to design and implement comprehensive research based on a holistic system of scientific worldview in the field of Philology.  3) the ability to independently carry out research activities in the professional field and use modern research methods and information and communication technologies.  4) the ability to write articles in accordance with the grammatical and stylistic norms of writing scientific articles;  5) the ability to write scientific articles in accordance with the requirements for their content and design (structural elements of a scientific article by their functions). | ID. 1.1. Differentiates, explains the basic concepts and terms of linguistics; know the genre differentiation of scientific papers.  ID. 1.2. Defines and identifies the features of the development of the main areas of linguistics; differentiate academic writing style. |
| 2. Select and analyze the necessary scientific literature;  1) know the features of scientific style and the principles of organization of written texts;  2) know the grammatical phenomena necessary for writing, translating and editing;  3) know complex syntactic constructions of scientific and business speech;  4) know the technology of structuring an academic text;  5) compare the content of different sources of information on the problem of scientific research, subject the opinion of the authors to a critical assessment;  6) correctly organize your own ideas, clearly and convincingly justify them, and correctly Express them in writing.  7) demonstrate the ability and willingness to extract and reproduce basic information in writing. | ID 3. Deliver in public speech, argumentation, discussion and controversy, practical analysis of the logic of various kinds of reasoning;  ID 4. Make a plan and structure of a scientific article, develop a program of research methodology; |
| 3. Conduct research, generalize the results, arrange scientific articles. | ID 5. understand the stylistic features of scientific writing  ID 6 To be able to conduct research |
| **Prerequisites** | Organization and planning of scientific research | |
| **Post requisites** | No | |
| **Information resources** | **Main:**  1. Jenifer Peat. Scientific writing. Easy when you know how. BMJ Books. - 2002/  2. David Lindsay. Scientific writing. Thinking in words. – 2011.  3. Academic Literacy: A Statement of Competencies Expected of Students Entering California‘s Public Colleges and Universities. – ICAS, 2002.  4. Bailey. S., Academic Writing : A Handbook for International Students. – London and New York : Routledge, 2001.  5. Болсуновская Л.М. Аннотирование и реферирование научно-популярных и научных текстов: учебное пособие. – Томск: Изд-во Томского политехнического ун-та, 2010.  6. Берг Д.Б. Краткое руководство по написанию тезисов научного доклада: методические указания – Екатеринбург: УГТУУПИ, 2017. – 33 с.  7. Вербицкий А.А. О структуре и содержании диссертационных исследований. Москва: Педагогика. – 2004. – № 3. – С. 32-35.  8. Виноградова Н. С. Методические рекомендации по выполнению письменных работ. – М.: Московское городское педагогическое общество, 2008. – 62 с.  9. Сысоев, П.В. Рекомендации по подготовке аннотаций. – Методические рекомендации по подготовке и написанию научной статьи / Автономная некоммерческая организация высшего профессионального образования. Академический Международный Институт. – М., 2009.  10. Усачева, И.В. Методика поиска научной литературы, чтения и составления обзора по теме исследования / И.В. Усачева. – М.: МГУ, 2000. – 37 с. 11) Bailey, 11. Stephen. Academic Writing. A Handbook for International Students. Second edition. Taylor&Francis e-library, 2009  12. Malcolm Mann Listening and Speaking / Malcolm Mann, Steve Taylore-Knowles. - Oxford: Macmillan Education, 2010.  13. Tamzen Armer. Cambridge English for Scientists/Cambridge University Press, 2011.  **Additional:**  1. Колесникова Н. И. От конспекта к диссертации: Учебное пособие по развитию навыков письменной речи / Н. И. Колесникова. – М.: Флинта: Наука, 2006. – 288 с.  2. Bazerman C. Shaping Written Knowledge: the Genre and Activity of the Experimental Article in Science. – Madison: University of Wisconsin Press, 1988.  3. Berkenkotter C., Huckin T. Genre Knowledge in Disciplinary Communication. – Hillsdale, NJ: Lawrence Erlbaum, 1995.  4. Craswell, G., Writing for Academic Success. – London:Sage Publications, 2004. – 288 p | |

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| **Academic policy of the course in the context of university moral and ethical values** | **Academic Behavior Rules:**  All students have to register at the MOOC. The deadlines for completing the modules of the online course must be strictly observed in accordance with the discipline study schedule.  ATTENTION! Non-compliance with deadlines leads to loss of points! The deadline of each task is indicated in the calendar (schedule) of implementation of the content of the curriculum, as well as in the MOOC.  **Academicvalues:**  - Practical trainings/laboratories, IWS should be independent, creative.  - Plagiarism, forgery, cheating at all stages of control are unacceptable.  - Students with disabilities can receive counseling at [aliakbarova.a@kaznu.kz](mailto:aliakbarova.a@kaznu.kz) |
| **Evaluation and attestation policy** | **Criteria-basedevaluation:**  assessment of learning outcomes in relation to descriptors (verification of the formation of competencies in midterm control and exams).  **Summative evaluation:** assessment of work activity in an audience (at a webinar); assessment of the completed task. |

**CALENDAR (SCHEDULE) THE IMPLEMENTATION OF THE COURSE CONTENT:**

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| Week | Topic | LO | ID | Amount of hours | Maximum score | Form of Knowledge Assessment |

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| 1 | **Seminar 1**  Scientific writing. Features of academic writing. General requirements for scientific work. Types of academic texts. Style of presentation. Errors in written scientific papers.  Reasons to publish. Rewards for being a good writer. Thought, structure and style. The thrill of acceptance | LO 1 | ID 1.2. | 1 | 10 | Discussion |
| 2 | **Seminar 2**  Getting started  Forming a plan. Choosing a journal. Uniform requirements. Instructions to authors. Standardized reporting guidelines. Authorship | LO 1 | ID 1.2. | 1 | 10 | Writing |
| 3 | **Seminar 3** Modern language Association (MLA) citation system. System of citation.Writing your paper  Abstract. Introduction. Methods | LO 1 | ID 1.2. | 1 | 10 | Writing an abstract |
| 4 | **Seminar 4** Structuring and preparing for writing a scientific text. Drawing up a structural and logical scheme of the article.Writing your paper  Results. Discussion. Summary guidelines | LO 1 | ID 1.2. | 1 | 10 | Writing result |
| 5 | **Seminar 5** Scientific databases: rules for creating a search query, search by keywords.Finishing your paper  Title. References and citations. Peer review. Processing feedback. Submitting your paper. | LO 1 | ID 1.2. | 1 | 10 | Discussion |
| **IWS 1** Impact factor. Citation index. Web of Science system, Scopus, Russian science citation index.  Write an abstract and introduction to your scientific paper |  |  |  | 30 |  |
| 6 | **Seminar 6** Structure of the academic community: research centers, publishing houses, and journals. Orientation in the modern academic space.  Review and editorial processes  Peer reviewed journals. Handling rejection. Editorial process. Page proofs.  Copyright laws. | LO 2 | ID 3.4. | 1 | 10 | Journal analysis |
| 7 | **Seminar 7** Abstract as a brief description of the content of a printed work or manuscript. The structure of the summary.  Review and editorial processes Releasing results to the press. Becoming a reviewer. Writing review comments. Becoming an editor | LO 2 | ID 3.4. | 1 | 10 | Data analysis |
| 8 | **Seminar 8** Types of reports. Preparation of an oral report. Features of preparing a poster report.Publishing  Reporting results from large studies. Policies for data sharing. E-journals and e-letters. Citation index. Impact factors | LO 2 | ID 3.4. | 1 | 15 | Writing |
| 8 | **МТ (Midterm Exam)** |  |  |  | 100 |  |
| 9 | **Seminar 9** Other types of documents  Letters. Editorials. Narrative reviews. Systematic reviews and Cochrane reviews. Case reports. Post-graduate theses | LO 2 | ID 3.4. | 1 | 10 | Writing |
| 10 | **Seminar 10**  Writing style  Plain English. Topic sentences. Word order. Creating flow. Tight writing. Parallel structures. Style matters | LO 2 | ID 3.4. | 1 | 10 | Writing |
| **IWST** Main goals and objectives of the scientific review. Review of a scientific article.  Write the main part of your scientific article (include your findings and discussion sections) |  |  |  | 20 |  |
| 11 | **Seminar 11** Review as a special genre of scientific discourse. Types of reviews (for scientific research, scientific review of an art publication), review structure | LO 3 | ID 5.6. | 1 | 10 | Discussion |
| 12 | **Seminar 12** Topic about a scientific event (conference, round table, discussion). | LO 3 | ID 5.6. | 1 | 10 | Writing |
| 13 | **Seminar 13** Abstract as a special genre of scientific information. Types of abstracts. Structure of the abstract. The volume of various types of abstracts, rules for creating links. | LO 3 | ID 5.6. | 1 | 10 | Writing |
| 14 | **Seminar 14** Accuracy in  writing. Abbreviations.  Academic vocabulary.  Types of writing. | LO 3 | ID 5.6. | 1 | 10 | Writing |
| 15 | **PT 15**  Support systems  Searching the internet. Writers’ groups. Avoiding writer’s block. Mentoring | LO 3 | ID 5.6. | 1 | 10 | Writing |
| **IWS 3**  Organize your written scientific paper in terms of grammar, word choice and punctuation. |  |  |  | 10 | Report |
| 15 | **МТ (Midterm Exam)** |  |  |  | 100 |  |

[Abbreviations: QS - questions for self-examination; TK - typical tasks; IT - individual tasks; CW - control work; MT - midterm.

Comments:

- Form of L and PT: webinar in MS Teams / Zoom (presentation of video materials for 10-15 minutes, then its discussion / consolidation in the form of a discussion / problem solving / ...)

- Form of carrying out the CW: webinar (at the end of the course, the students pass screenshots of the work to the monitor, he/she sends them to the teacher) / test in the Moodle DLS.

- All course materials (L, QS, TK, IT, etc.) see here (see Literature and Resources, p. 6).

- Tasks for the next week open after each deadline.

- CW assignments are given by the teacher at the beginning of the webinar.]

**Dean of the faculty Zholdasbekova B.**

**Chairman of the Faculty**

**Methodical Bureau Ekshembieva L.V.**

**Head of the Department Avakova R.A.**

**Lecturer Aliakbarova A.T.**