AL-FARABI KAZAKH NATIONAL UNIVERSITY
Faculty of Philology
Department of Turkology and Language Theory

PROGRAM OF FINAL EXAMINATION ON THE DISCIPLINE

Code: NP3222 ID 92758
«Scientific writing»

Educational programme "6B01704 –FOREIGN LANGUAGE: TWO FOREIGN LANGUAGES"

Course – 3
Semester – 5
Number of credits – 5

Almaty 2023

Program of final examination on the discipline «Scientific writing» is developed by senior lecturer T.O. Konyrbekova.

It is based on the working curriculum on educational programme “6B01704-Foreign language: two foreign languages”.

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

Protocol №____,_____, 2023

Head of Department _____ R.A. Avakova

1. THE THEMATIC PROGRAM OF THE DISCIPLINE

The aim of the discipline: To measurably build on students' academic English language skills by engaging them in listening, speaking, reading, writing, and grammar learning activities that are relevant to real-world encounters in university and professional workplace environments.

Expected learning outcomes:
1. read and understand a theory and methodology of research works;
2. acquire the nature of scientific research and basic concepts;
3. demonstrate skills in argumentation, discussion and polemics in English;
4. demonstrate skills for analyses of research article;
5. develop the skills to successfully apply vocabulary which are used broadly in academic domain.

Main topics studied in the discipline.
Module 1.
PC 1. The writing process.
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. Simple and longer sentences. Writing in paragraphs.
2. Reading: Finding Suitable Sources.
Academic texts. Types of text. Using reading lists. Using library catalogues. Using library websites to search electronic resources.
3. Reading: Developing Critical Approaches.
Reading methods. Titles, sub-titles and text features. Reading abstracts Fact and opinion. Assessing internet sources critically. Critical thinking
PC 2. Avoiding Plagiarism.
1. What is plagiarism? Acknowledging sources. Degrees of plagiarism. Avoiding plagiarism by summarising and paraphrasing. Avoiding plagiarism by developing good study habits. Research.
2. From Understanding Titles to Planning. The planning process. Analysing essay titles. Brainstorming. Essay length. Outlines.
3. Finding Key Points and Note-making. Finding key points. Finding relevant points. Why make notes? Note-making methods. Effective note-making.
IWST P 1. Consultations on the implementation of IWS 1
PC 3. Summarising and Paraphrasing.
1. What makes a good summary? Stages of summarising. Paraphrasing. Techniques for paraphrasing.
2. References and Quotations. Why use references? Citations and references. Reference verbs. Reference systems. Using quotations. Abbreviations in citations. Secondary references. Organising the list of references.

IWS 1. Write an essay on the following topic:
Some people believe that children shouldn't be given homework every day, while others believe that they must get homework every day in order to be successful at school. Discuss both sides and give your own opinion.
PC 4. Combining Sources.
1. Mentioning sources. Taking a critical approach. Combining three sources.
2. Organising Paragraphs. Paragraph structure. Example paragraph. Development of ideas. Introducing paragraphs and linking them together.
3. Introductions and Conclusions. Introduction contents. Introduction structure. Opening sentences. Conclusions.
4. Rewriting and Proofreading. Rewriting. Proofreading.
PC 5. Elements of Writing.
1. Argument and Discussion. Discussion vocabulary. Organisation. The language of discussion. Counterarguments. Providing evidence.
2. Cause and Effect. The language of cause and effect.
3. Cohesion. Reference words. Preventing confusion.

Module 2.

PC 6. Comparisons.

1. Comparison structures. Forms of comparison. Using superlatives (e.g. the largest/smallest) Definite Articles. Use of articles. Using definite articles.
2. Definitions. Simple definitions. Complex definitions.
3. Examples. Using examples. Phrases to introduce examples. Restatement.

IWST 2. Consultations on the implementation of IWS 2

PC 7. Generalisations.

1. Using generalisations. Structure. Building on generalisations.
2. Passives. Active and passive. Structure. Using adverbs.
3. Problems and Solutions. Paragraph structure. Alternative structure. Vocabulary.
4. Punctuation. Capital letters. Apostrophes (’). Semicolons (;). Colons (:). Commas (,). Quotation marks/inverted commas (“. . .”/‘. . .’). Full stops (.). Others.

IWS 2. Write an essay on the following topic:

The prevention of health problems and illness is more important than treatment and medicine. Government funding should reflect this. To what extend do you agree?

Midterm control 1

PC 8. Singular or Plural?

1. Five areas of difficulty. Group phrases. Uncountable nouns.
2. Style. Components of academic style. Guidelines. Avoiding repetition and redundancy. Varying sentence length. The use of caution. Using modifiers.
3. Visual Information. Types of visuals. The language of change. Describing visuals

IWST 3. Consultations on the implementation of IWS 3

PC 9. Vocabulary for Writing.

1. Approaches to Vocabulary. Introduction. Discussing language. Practice. Confusing pairs. Words and phrases from other languages.
2. Abbreviations. Types of abbreviation. Some common abbreviations. Punctuation. Duplicate abbreviations. Abbreviations in writing.
3. Academic Vocabulary: Nouns and Adjectives. Introduction. Nouns. Using nouns and adjectives. Academic adjectives.

PC 10. Academic Vocabulary: Adverbs and Verbs.

1. Understanding main verbs
2. Using verbs of reference. Further referring verbs
3. Using adverbs. Conjunctions. Types of conjunctions. Common conjunctions. Conjunctions of opposition.
4. Numbers. The language of numbers. Percentages. Simplification. Further numerical phrases

Module 3.

PC 11. Prefixes and Suffixes.

1. How prefixes and suffixes work. Prefixes. Suffixes. Prepositions.
2. Using prepositions. Prepositions and nouns.
3. Prepositions in phrases. Prepositions of place and time.
4. Verbs and prepositions.

IWS 3. Analyzing a research article written by IMRAD structure

PC 12. Synonyms.

1. How synonyms work. Common synonyms in academic writing.
2. Time Markers. How time markers are used. Tenses.
3. Writing Models. Case Studies.
4. Using case studies. Model case study.

PC 13 Writing Models.

1. Literature Reviews and Book Reviews.
2. Literature reviews. Example literature review.
3. Book reviews.
4. Model book review.

IWST 5. Consultation on the implementation of the final exam

PC 14. Writing Longer Essays.

1. Planning your work. Example essay. Revision.

2. Reports. Writing reports.
3. Essays and reports.
4. Scientific reports.

PC 15 Surveys.

1. Conducting surveys.
2. Questionnaire design.
3. Survey language.
4. Question forms. Tenses.

List of recommended sources.

Main literature:

1. Stephen Bailey. Academic Writing A Handbook for International Students, Fourth edition, 2015
2. Dr Marcell. A Guide for scientific writing, Utrecht University, 2015
3. Els Van Geyte. Collins Writing For IELTS. Harper Collins Publishers, 2011
4. Karen Kovacs. Collins Speaking For IELTS. Harper Collins Publishers, 2011
5. Fiona Aish. Collins Listening For IELTS. Harper Collins Publishers, 2011…..

Additional literature:

1. Insight Upper Intermediate Student's Book with Answers with Audio Jane Wildman, 2020.
2. Insight Upper Intermediate Student's Book with Answers with Audio Jane Wildman,2020.
3. McCarthy M., O'Dell F.English Vocabulary in Use. New edition. Upper-Intermediate. – Cambridge: Cambridge University Press, 2012.
4. New headway. Advanced. Student`s book. Oxford University Press, 2009.

New headway. Advanced . Workbook. Oxford University Press, 2009.4. Cambridge IELTS 10 Academic Student's Book with Answers with Audio

Internet resources:

www.coventry.ac.uk/study-at-coventry/student-support/academic-support/centre-for-academic-writing/support-for-students/academic-writing-resources/

2. METHODOLOGICAL INSTRUCTION FOR FINAL EXAMINATION: STANDARD ORAL EXAMINATION (OFFLINE)

2.1. Exam format: Standard oral examination (offline). **Platform:** IS Univer

2.2. The purpose of the oral examination: to demonstrate the learning outcomes, skills and competencies acquired during the study of the discipline, the ability to logically express one's thoughts out loud, and to argue one's point of view.

2.3. Expected results of the exam tasks:

One oral exam ticket contains 3 questions that identify learning outcomes for the studied course and are assessed according to the following criteria:

Question 1 - Criterion 1. Knowledge of the theory and concept of the course. Criterion 2. Understanding and confirmation with examples of the theoretical principles presented in the course content.

Question 2 - Criterion 3. Application of the selected methodology and technology to specific practical tasks. Criterion 4. Disclosure and solution of the main problem given in the practical task.

Question 3 - Criterion 5. Evaluation and critical analysis of the applicability of the chosen methodology to the proposed practical task. Criterion 6. Justification of the obtained result from one's own practice; ability to conduct scientific discussions.

2.4. The examination procedure.

2.4.1. The standard offline oral exam is conducted in accordance with the approved schedule.

2.4.2. The duration of the oral examination should not exceed 6 academic hours per day. However, no more than 25 people per day are allowed to take the oral exam.

2.4.3. No more than 5 examinees may be present in the room where the oral examination is being conducted at the same time. The remaining examinees of the current group await an individual invitation outside the exam room without leaving the faculty building.

2.4.4. When entering the exam room, the student must provide the examiner with an identification card and sign the appearance form.

2.4.5. Standing up and/or changing places, or leaving the classroom before completing your answer to the ticket during the exam is prohibited.

2.4.6. When conducting an oral examination, the examination card is chosen by the examinee himself.

2.4.7. In preparation for the answer, the student is given sheets for compiling a summary of the answer. The time for students to prepare an oral response is 10 minutes. To defend the answer, the student speaks in front of the examiner for no more than 5 minutes.

2.4.8. After announcing his last name, the student begins his answer on the ticket. Each question is scored based on the maximum possible points indicated in the questionnaire.

2.4.9. In order to more deeply ascertain the student's level of knowledge, the examiner has the right to ask him additional questions, as well as offer tasks and examples within the framework of the questions on the exam card.

2.4.10. During the exam, students are PROHIBITED from carrying and/or using cheat sheets, cell phones, smart watches and other technical and other means that can be used for unauthorized access to auxiliary information.

2.4.11. If a student appears for the exam and refuses to answer the ticket, passing the exam will be graded as an "F."

2.4.12. If there is no good reason, failure to appear for the exam will be assessed as an "F".

2.4.13. If a student violates one or more of these points, an act of cancellation of the examination work (hereinafter referred to as the Act) is filled out, and a grade of "F" ("unsatisfactory") is assigned for the discipline.

2.4.14. For repeated violation of these Rules during the exam, the student is presented for consideration by the Faculty Council on Ethics.

2.4.15. All violations during exams are recorded in the student's transcript.

3. EVALUATION POLICY.

RUBRICTOR FOR CRITERIAL ASSESSMENT OF FINAL EXAMINATION

Discipline: Academic writing. **Form:** Standard oral examination (offline). **Platform: IS** Univer

№	Score / Criterion	DESCRIPTORS				
		«Excellent»	**«Good»**	**«Satisfactory»**	**«Unsatisfactory»**	
		90-100 %	**70-89** %	**50-69** %	**25-49**%	**0-24** %
Question 1	Criterion 1. Knowledge of the theory and concept of the course.	Student knows the theory and concepts of the course fully; the answer is presented in literate scientific language, all terms and concepts were used correctly and explained correctly.	In general, the correct answer was given to the question, but with some inaccuracies that are not of a fundamental nature. Not all terms of the course are used correctly; there are some incorrect statements and grammatical/stylistic errors in presentation.	The answer to the question is fragmentary; correct conclusions were interspersed with incorrect ones. The substantive blocks of the course necessary for a full disclosure of the topic were missed.	The answer did not correspond to the content of the question; the significant mistakes were found.	There is no answer to the question; ignorance of educational material was revealed.
	Criterion 2. Understanding and confirmation with examples of the theoretical principles presented in the course content.	A comprehensive answer with illustrated examples was given to the question; the answer is presented in literate scientific language, all terms and concepts are used correctly and explained correctly.	The answer was not sufficiently illustrated by examples.	The student generally understands the subject matter of the course, but has problems uncovering specific issues.	Key concepts for the training course contained in the questions are interpreted incorrectly.	Student's misunderstanding of most or most important part educational material. Violation of the Rules for Conducting the Final examination.
Question 2	*Criterion 3.* Application of the selected methodology and technology to specific practical tasks	The technology and methodology of the course were applied with deep content, taking into account the specifics of the students' training area.	The course methodology and the knowledge acquired by the student were poorly integrated and adapted to the solution of specific practical tasks proposed in the exam card.	The course tools were used superficially and differ low content, there are inaccuracies in the answer, the logic of presentation is broken.	Student incorrectly applied the essential part of the discipline, makes significant factual errors that the student cannot correct on his own.	Student's inability to apply knowledge to solve assignments and explain course phenomena. When answering (one question), he makes more than 3-4 gross mistakes, which he cannot correct even with the help of a teacher.
	Criterion 4. Disclosure and solution of the main problem given in the practical task	Scientific concepts were freely applied to the task at hand, followed by a logical and evidence-based disclosure of the main problem.	The student's knowledge was adapted; the answers are weak structured, the answer contains minor factual errors, which he can correct independently, thanks to a leading question.	Lack of meaningfulness of the provided material, there is no understanding of interdisciplinary connections.	Student finds it difficult to answer most of the additional questions on the content of the exam or does not give the correct answers.	Student did not fully understand the material. Violation of the Rules for final control.
Question 3	*Criterion 5.* Evaluating and critically analyzing the applicability of the chosen methodology to	Possessing the ability to critically analyze, integrate, validity and analysis of methods and technology on a specific topic, structuring the answer, analysis of the provisions of existing theories, scientific schools, directions on	Integration and critical analysis of the application of methods and course technology followed by the use of visual materials to consolidate one's reasoning through the use of scientific concepts with the allowance of	Superficial justification of the patterns and principles of the course.	Lack of validity and analysis of the application of methods and technology of the course.	Lack of critical analysis of the applicability of the methodology to the proposed task.

	the proposed practical task.	the issue of the exam card.	minor errors when reproducing knowledge.			
	Criterion 6. Justification of the result obtained from one's own practice; ability to conduct scientific discussions	The answers were illustrated with examples and visuals. materials, including from the student's own practice; student demonstrated the ability to conduct dialogue and engage in scientific discussion.	Analysis of 3-4 provisions of existing theories, scientific schools and directions with justification of the result obtained from one's own practice on the question of the exam card with some inaccuracies.	There was poor application of the main volume of material in accordance with the training program with difficulties in reproducing it independently and the requirement of leading questions.	There was demonstration of difficulty in providing answers to questions of a reproductive nature.	Lack of ability to apply course methods when giving examples was revealed. Violation of the Rules for final examination.

Formula for calculating the final grade:

Final grade **(FG) = (%1+%2+%3+%4+%5+%6) / K**, where % is the level of task completion by criterion, K is the total number of criteria.

Example of calculating the final grade

№	**Score** / **Criterion**	**«Excellent»**	**«Good»**	**«Satisfactory»**	**«Unsatisfactory»**	
		90-100 %	**70-89%**	**50-69%**	**25-49%**	**0-24%**
1.	**Criterion** 1	100				
2.	**Criterion** 2		75			
3.	**Criterion** 3			60		
4.	**Criterion** 4				45	
5.	**Criterion** 5	100				
6.	**Criterion** 6				49	
	Final %	**200**	**75**	**60**	**94**	200+ 75 + 60 + 94 = **429** **429 / 6 criteria = 71,5** **Final score, as % = 72**

Based on percentage obtained during the calculation, we can compare the score with the rating scale.

72 points range from 70 points to 89 points, which corresponds to the "Good" category according to the grading scale.

Thus, with this calculation, the project will be rated **72 points "Good"** in accordance with the point-rating letter system for assessing educational achievements students with their transfer to the traditional grading scale and ECTS.

Lecturer T.O. Konyrbekova