**SYLLABUS**

**Fall semester 2024-2025 academic year**

**Educational program "8D05403 - Mechanics", “8D05401 - Mathematics”, “8D07111 – Space Engineering and Technologies”, “8D07110 – Robotic Systems”, “8D05404 – Fundamental and Applied Mathematics”**

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| **ID**  **and name**  **of course** | **Independent work**  **of the student**  **(IWS)** | | **Number of credits** | | | **General**  **number**  **of credits** | **Independent work**  **of the student**  **under the guidance**  **of a teacher (IWST)** |
| **Lectures (L)** | **Seminars or**  **Practical classes (PC)** | **Lab. classes (LC)** |
| ID 1545732, Academic writing | The number of IWD is 5. | |  | 2 |  | 2.4 | The number of  IWDT is 7. |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | | |
| **Learning Format** | **Cycle,**  **component** | **Lecture**  **types** | | **Types**  **of practical classes** | | **Form and platform final control** | |
| *Offline* |  | Offline classes | | Preparation of PPT reports | | Project with presentation and report. | |
| **Lecturer - (s)** | Yerzhan Belyayev | | | | |
| **e-mail :** | yerzhan.belyaev@kaznu.edu.kz | | | | |
| **Phone :** | +7 771 491 33 44 | | | | |
| **Assistant - (s)** |  | | | | |
| **e-mail :** |  | | | | |
| **Phone :** |  | | | | |
| **ACADEMIC COURSE PRESENTATION**  This course is designed to enhance students' academic writing skills, focusing on developing their ability to communicate effectively in scholarly contexts. Through a series of lectures, discussions, and practical exercises, students will learn the principles of academic writing, covering various essential topics. | | | | | | | |
| **Purpose**  **of the course** | **Expected Learning Outcomes (LO) \*** | | | | | **Indicators of LO achievement (ID)** | |
| **Formation**  **professional competence and expansion of communicative**  **competencies related to analytical textual activity;**  **formation of students' linguistic and pragmatic skills**  **thinking, ability to analyze expressive units of language and competently**  **select the desired unit depending on the goals and conditions**  **communications.** | 1. Effective Communication: Students will demonstrate the ability to communicate complex ideas and arguments clearly and coherently in writing, adapting their style and tone to suit different academic contexts. | | | | | * 1. Students consistently produce well-structured essays and research papers with clear introductions, concise body paragraphs, and effective conclusions. | |
| 1.2 Students employ appropriate transitional devices, such as topic sentences and linking phrases, to ensure the coherence and flow of their writing. | |
| 2. Research and Critical Thinking: Students will develop strong research skills and apply critical thinking to analyze and synthesize source materials, enabling them to construct well-supported arguments and ideas. | | | | | 2.1 Students correctly identify relevant, high-quality academic sources to support their arguments, demonstrating effective research skills. | |
| 2.2 Students effectively analyze and synthesize source materials, showcasing the ability to critically evaluate the credibility and relevance of these sources. | |
| 3. Documenting Sources: Students will effectively apply academic citation styles (e.g., APA, MLA, Chicago) and understand the importance of proper source documentation to avoid plagiarism. | | | | | 3.1 Students consistently use the prescribed citation style (e.g., APA, MLA) accurately within their assignments, including in-text citations and reference lists. | |
| 3.2 Students demonstrate an understanding of the consequences of plagiarism and consistently attribute ideas and information to the appropriate sources. | |
| 4. Writing Organization: Students will exhibit proficiency in organizing their writing, crafting structured essays and research papers with logical flow and well-constructed paragraphs. | | | | | 4.1 Students create outlines for their essays or research papers that clearly outline the structure of their work, including main points and supporting evidence. | |
| 4.2 Students skillfully use paragraph development techniques, including clear topic sentences, evidence, and analysis, to create cohesive and unified paragraphs. | |
| 5. Discipline-specific Adaptation: Students will be able to adapt their writing style and conventions to suit the requirements of different academic disciplines, demonstrating an understanding of the nuances and expectations within their chosen fields of study. | | | | | 5.1 Students successfully adjust their writing style and adhere to discipline-specific conventions in assignments, such as adhering to specific terminology or citation expectations. | |
| 5.2 Students engage with literature and research within their chosen academic field, applying discipline-specific knowledge to their writing, and demonstrating a deep understanding of the field's discourse. | |
| **Prerequisites** | **Basic Writing Skills; Reading Comprehension; Research Skills; Critical Thinking Skills; Language Courses; and Placement Tests.** | | | | | | |
| **Post requisites** | **Successful Course Completion; Portfolio of Written Work; Preparation of Advanced Courses; Thesis or Research Project; Competency Exams; Publication or Presentation.** | | | | | | |
| **Learning Resources** | **Literature:** main, additional.  1. Gerald Graff and Cathy Birkenstein "They Say/I Say: The Moves That Matter in Academic Writing" Publisher: W. W. Norton & Company 2018, ISBN: 978-0393631678  2. Joseph M. Williams and Joseph Bizup "Style: Lessons in Clarity and Grace" Publisher: Pearson 2016, ISBN: 978-0134080413  3. William Strunk Jr. and E. B. White "The Elements of Style", Publisher: Pearson 2020, ISBN: 978-0134092669  4. Lisa Ganobcsik-Williams "Teaching Academic Writing in European Higher Education" Language and Education 33 (1), 2019, P.59-72, DOI: 10.1080/09500782.2018.1529139  5. Joan Bolker "Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis", Publisher: Holt Paperbacks 1998, ISBN: 978-0805048919  **Research infrastructure**  1. Mechanics and Energy Lab, Department of Mechanics  2. Kazakh-French Geo-Energy Center  **Professional scientific databases**   1. Writing research proposals. 2. Writing research papers. 3. Peer-reviewing experience.   **Internet resources**   1. <https://adilet.zan.kz/rus/docs/V2100022325> 2. <https://adilet.zan.kz/rus/docs/V1100006929> 3. <https://adilet.zan.kz/rus/docs/V1100006951> 4. <https://www.gov.kz/memleket/entities/science/press/news/details/634085?lang=ru> 5. <https://www.ncste.kz/>   **Software**  1. Mendeley  2. VOSviewer | | | | | | |

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| **Academic**  **course policy** | | The academic policy of the course is determined by [the Academic Policy](https://univer.kaznu.kz/Content/instructions/%D0%90%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0.pdf) and [the Policy of Academic Integrity of Al-Farabi Kazakh National University .](https://univer.kaznu.kz/Content/instructions/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%20%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B9%20%D1%87%D0%B5%D1%81%D1%82%D0%BD%D0%BE%D1%81%D1%82%D0%B8.pdf)  Documents are available on the main page of IS Univer .  **Integration of science and education.** The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions andassignments.  **Attendance.** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.  **Аcademic honesty.** Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.  Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by [the "Rules for the final control"](https://univer.kaznu.kz/Content/instructions/%D0%9F%D1%80%D0%B0%D0%B2%D0%B8%D0%BB%D0%B0%20%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%B8%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%9B%D0%AD%D0%A1%202022-2023%20%D1%83%D1%87%D0%B3%D0%BE%D0%B4%20%D1%80%D1%83%D1%81%D1%8F%D0%B7%D1%8B%D0%BA%D0%B5.pdf) , ["Instructions for the final control of the autumn / spring semester of the current academic year"](https://univer.kaznu.kz/Content/instructions/%D0%98%D0%BD%D1%81%D1%82%D1%80%D1%83%D0%BA%D1%86%D0%B8%D1%8F%20%D0%B4%D0%BB%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%B2%D0%B5%D1%81%D0%B5%D0%BD%D0%BD%D0%B5%D0%B3%D0%BE%20%D1%81%D0%B5%D0%BC%D0%B5%D1%81%D1%82%D1%80%D0%B0%202022-2023.pdf) , "Regulations on checking students' text documents for borrowings".  Documents are available on the main page of IS Univer .  **Basic principles of inclusive education.** The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.  All students, especially those with disabilities, can receive counseling assistance by phone +7 771 491 33 44 / e- mail: [yerzhan.belyaev@kaznu.edu.kz](mailto:yerzhan.belyaev@kaznu.edu.kz)  **Integration MOOC (massive open online course).** In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.  **ATTENTION!** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points. | | | | |
| **INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT** | | | | | | |
| **Score-rating letter system of assessment of accounting for educational achievements** | | | | | **Assessment Methods** | |
| **Grade** | **Digital**  **equivalent**  **points** | | **points,**  **% content** | **Assessment according to the traditional system** | **Criteria-based assessment** is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.  **Formative assessment is** a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.  **Summative assessment** -type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course.Conducted 3-4 times per semester when performing IWD. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated. | |
| A | 4.0 \_ | | 95-100 | Great |
| A- | 3.67 | | 90-94 |
| B+ | 3.33 | | 85-89 | Fine |
| B | 3.0 | | 80-84 | **Formative and summative assessment** | **Points % content** |
| B- | 2.67 | | 75-79 | Activity at lectures | 5 |
| C+ | 2.33 | | 70-74 | Work in practical classes | 20 |
| C | 2.0 | | 65-69 | Satisfactorily | Independent work | 25 |
| C- | 1.67 | | 60-64 | Design and creative activity | 10 |
| D+ | 1.33 | | 55-59 | Unsatisfactory | Final control (exam) | 40 |
| D | 1.0 | | 50-54 | TOTAL | 100 |
| **Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.** | | | | | | |

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| **A week** | **Topic name** | **Number of hours** | **Max.**  **ball** |
| **MODULE 1** | | | |
| **1** | **L 1. Introduction to Academic Writing**   * **Understanding the importance of academic writing** * **Differentiating academic writing from other writing styles** |  |  |
| **Seminar 1. The Importance of Writing a Literature Review** | **2** |  |
| **PC 1. Using an open-source software (Mendeley) to write a literature review** |  |  |
| **2** | **L 2. The Writing Process**   * **Pre-writing strategies** * **Drafting and revising** * **Editing and proofreading** |  |  |
| **Seminar 2. Competition for grant funding of young scientists under the "Zhas Galym" project for 2024-2026. Analysis of competition documentation.** | **2** |  |
| **PC 2. Review of existing AI tools for Academic Research** |  |  |
| **LC 2. Search for scientific novelty in the selected area of research based on a brief literature review** |  |  |
| **IWD P 1. Consultations on the implementation of IWDT 1.**  **Writing a brief literature review on the selected topic and finding research gaps and novelty** |  |  |
| **3** | **L 3. Critical Thinking and Analysis**   * **Developing critical thinking skills** * **Analyzing and interpreting source materials** |  |  |
| **Seminar 3. Analysis of the rules for awarding Sci. titles (Associate Professor and Professor) in Kazakhstan** | **2** |  |
| **PC 3. Literature Review Visualization Tools (VOSviewer)** |  |  |
| **LC 3. Analysis of literature review visualization results** |  |  |
| **IWDT 1. Visualization of a literature review based on a selected topic** |  |  |
| **4** | **L 4. Thesis Statements and Research Questions**   * **Crafting clear and effective thesis statements** * **Formulating research questions** |  |  |
| **Seminar 4. Competition for grant funding of young scientists for scientific and (or) scientific and technical projects for 2024-2026 (Ministry of Science and Higher Education of the Republic of Kazakhstan). Analysis of competition documentation.** | **2** |  |
| **PC 4. Formulation of the research topic and presentation of the dissertation work of PhD students.** |  |  |
| **LC 4. Finding research gaps in the Ph.D. thesis topic of each PhD student** |  |  |
| **5** | **L 5. Research Skills and Methods**   * **Conducting effective research** * **Citing sources and avoiding plagiarism** |  |  |
| **Seminar 5. Model regulations on the dissertation council in the Republic of Kazakhstan** | **2** |  |
| **PC 5. Selecting and searching for a dissertation council for which the applicant’s dissertation work is most suitable** |  |  |
| **LC 5. Who are the temporary members of the dissertation committee and how to select them?** |  |  |
| **MODULE 2 Title** | | | |
| **6** | **L 6. Structure and Organization**  **- Creating well-structured essays and research papers**  **- Organizing ideas and arguments logically** |  |  |
| **Seminar 6. Rules for awarding PhD degrees in the Republic of Kazakhstan** | **2** |  |
| **PC 6. Updates in the rules for awarding PhD degrees, as well as internal rules for PhD students of Al-Farabi Kazakh National University** |  |  |
| **LC 6. Minimum publication requirements** |  |  |
| **IWDT 2. Consultations on the implementation of IWD 2**  **Finding a suitable scientific journal in your research field to publish the results of your PhD studies** |  |  |
| **7** | **L 7. Paragraph Development**   * **Writing effective topic sentences** * **Building coherent and unified paragraphs** |  |  |
| **Seminar 7. Regulations on the Higher Scientific and Technical Commission under the Government of the Republic of Kazakhstan. Regulations on national scientific councils in the Republic of Kazakhstan.** | **2** |  |
| **PC 7. How to choose which priority direction of scientific development your research belongs to?** |  |  |
| **LC 7. Key questions when preparing an application for grant funding in Kazakhstan** |  |  |
| **IWDT 2. The best work schedule and Gantt chart preparation for a three-year project** |  |  |
| **Midterm control 1** | | | **100** |
| **8** | **L 8. Introductions and Conclusions**   * **Crafting engaging introductions** * **Summarizing key points in conclusions** |  |  |
| **Seminar 8. Academic and Research Ethics** | **2** |  |
| **PC 8. The use of generative AI and AI-assisted technologies, Elsevier regulations** |  |  |
| **LC 8. An example of working in the editorial manager system** |  |  |
| **IWDT 3. Consultations on the implementation of IWD 2**  **The procedure for submitting an article in the editorial manager system** |  |  |
| **9** | **L 9. Academic Style and Tone**  **- Using appropriate academic vocabulary**  **- Maintaining a formal and objective tone** |  |  |
| **Seminar 9. How to identify predatory publishers and journals?** | **2** |  |
| **PC 9. What are an Open Access Journals?** |  |  |
| **LC 9. Prepare a list of top journals in your field for future publication of your research results** |  |  |
| **IWDT 2. Explore journal policies from a compiled list of journals** |  |  |
| **10** | **L 10. Citations and Referencing**  **- Understanding various citation styles (APA, MLA, Chicago, etc.)**  **- Creating reference lists and bibliographies** |  |  |
| **Seminar 10. How does peer review work? From article submission to publishing** | **2** |  |
| **PC 10. What points should you pay attention to when reviewing a paper?** |  |  |
| **LC 10. An example of working in the editorial manager system as a reviewer** |  |  |
| **IWDT 4. Consultation on the implementation of IWD 3**  **Review one paper in your field of study** |  |  |
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| **MODULE 3** | | | |
| **11** | **L 11. Literature Review**  **- Conducting a literature review**  **- Synthesizing and summarizing existing research** |  |  |
| **Seminar 11. Scientometric indicators in Scopus and Web of Science** | **2** |  |
| **PC 11. What are quartiles and percentiles?** |  |  |
| **LC 11. How is the H-index calculated and what is citation?** |  |  |
| **IWDT 3. Explore Scopus and Web of Science profiles of top scientists in your field** |  |  |
| **12** | **L12. Argumentation and Persuasion**   * **Developing persuasive arguments** * **Addressing counterarguments** |  |  |
| **Seminar 12. Development of communication skills in the scientific community** | **2** |  |
| **PC 12. Searching for the best scientific conferences and seminars in your research field** |  |  |
| **LC 12. Preparing an abstract for submission at a conference in your research field** |  |  |
| **With RO 3. Writing a research proposal** |  |  |
| **13** | **L 13. Writing for Different Disciplines**   * **Adapting writing styles for specific academic fields** * **Understanding disciplinary conventions** |  |  |
| **Seminar 13. Mechanism for grant financing projects for commercialization of the results of scientific and R&D activities in Kazakhstan** | **2** |  |
| **PC 13. What is SWOT analysis and examples?** |  |  |
| **LC 13. The benefits of team development for startup ecosystems** |  |  |
| **IWDT 5. Consultation on the implementation of IWDT 4.**  **Search for startup topics in your PhD research** |  |  |
| **14** | **L 14. Revision and Peer Review**   * **Strategies for revising and improving drafts** * **Giving and receiving constructive feedback** |  |  |
| **Seminar 14. Analysis of the law on science in the Republic of Kazakhstan** | **2** |  |
| **PC 14. Mechanism of basic, grant, and program-targeted financing, as well as commercialization of the results of scientific activities** |  |  |
| **LC 14. Activities of the National Center of Science and Technology Evaluation in Kazakhstan** |  |  |
| **15** | **L 15. Final Research Project**   * **Planning, researching, and writing an academic paper** * **Presenting and defending the research project** |  |  |
| **Seminar 15. Analysis of International Grants such as Erasmus+, Campus France, DAAD, etc.** | **2** |  |
| **PC 15. Preparing an application for an International Grant** |  |  |
| **LC 15. Searching for a foreign partner-scientist in your PhD research field** |  |  |
| **IWDT 4. Searching for a reputable research center worldwide in your PhD research field** |  |  |
| **Midterm control 2** | | | **100** |
| **Final control (exam)** | | | **100** |
| **TOTAL for course** | | | **100** |

**Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ N. Doszhan**

**Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ D. Turalina**

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ye. Belyayev**

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT**

**CRITERIA EVALUATION OF LEARNING OUTCOMES**

**Group presentation "Teaching profession in Kazakhstan" (30% of 100% RK)**

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| **Criterion** | **"Excellent"**  25-30% | **"Good"**  20-20% | **"Satisfactory"**  15-20% | **"Unsatisfactory"**  0 – 15% |
| **Understanding theories and concepts of the professional identity of the teacher and the teaching profession** | Deep understanding of theories, concepts of the professional identity of the teacher and the teaching profession. | Understanding theories, concepts of the professional identity of the teacher and the teaching profession. | Limited understanding of theories, concepts of the professional identity of the teacher and the teaching profession. | Superficial understanding / lack of understanding of theories, concepts of the professional identity of the teacher and the teaching profession. |
| **Awareness of key issues of the professional identity of the teacher and the teaching profession in Kazakhstan** | Competent correlation of the key concepts of the professional identity of the teacher and the teaching profession with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis). | There is a connection between the concepts of professional identity of a teacher and the teaching profession with the context of Kazakhstan. The arguments are backed by evidence from empirical research. | Limited correlation of the professional identity of the teacher and the concepts of the teaching profession with the context of Kazakhstan. Limited use of evidence from empirical research | Insignificant connection / lack of connection between the concepts of the teacher's professional identity and the context of Kazakhstan. Little or no empirical research is used. |
| **Pilot Study** | Excellent use of the results of pilot studies (interviews or surveys) in the presentation | Good use of the results of pilot studies (interviews or surveys) in the presentation. | Satisfactory use of the results of pilot studies (interviews or surveys) in the presentation. | Poor use of the results of pilot studies (interviews or surveys) in the presentation. |
| **Suggestion of policy or practical recommendations/suggestions** | Offers very good policy and/or practical advice or suggestions for improving the professional identity and teaching profession in Kazakhstan. | Offers some policy and/or practical recommendations or suggestions for improving the professional identity and teaching profession in Kazakhstan. | Limited policy and practical recommendations. Recommendations are non-essential, not based on rigorous analysis, and are shallow. | Little or no policy and practice advice, or advice of very low quality. |
| **Presentation,**  **teamwork** | Excellent, attractive presentation, excellent quality of visuals, slides, materials, excellent teamwork. | Good engagement, good quality visuals, slides or other materials, good teamwork. | Satisfactory level of involvement, satisfactory quality of materials, satisfactory level of teamwork. | Low engagement, low quality content, poor teamwork. |