

Al-Farabi Kazakh National University
Higher school of Economics and business
Department of Business technologies

THE PROGRAM OF THE FINAL EXAM IN THE DISCIPLINE

Academic writing

(name of the academic discipline according to the curriculum)

96407 Academic writing

(code of the discipline according to the curriculum)

8D04106 – Management

(code and name of the educational program in which the discipline is implemented)

Course -1

Semester -1

Number of credits -2

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The compiler:

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(Full Name, academic degree, academic title, position)

The program of the final exam in the discipline "Academic writing" was reviewed and approved at the meeting of the Department "Business technologies"

Protocol №15 of March 25, 2025.

Introduction

Based on the results of the training, a final exam is conducted within 15 weeks, combined project work with subsequent oral defense. An online exam in real time can be monitored both by a specialist (daytime proctoring) via a webcam.

Usually, a mixed form of proctoring is often used: according to the warnings of the program, the controller additionally views the video of the exam and determines whether violations have occurred.

COMBINED EXAM №1: written draft followed by oral defense The exam format is online

EVALUATION POLICY

The final score for the exam, which will be put on the examination sheet, must be the sum of points for stages 1 and 2 of the exam, which is:

60% – the quality of the written report (depth of analysis, structure, literacy).

40% – project defense (argumentation, logic of presentation, answers to questions).

EXAM PROCEDURE

Duration – 3-5 weeks.

The exam consists of two stages:

- **The written part** of the project is carried out within the timeframe assigned by the lecturer in the **Moodle LMS**. Deadline - **24 hours before the start of the oral part of the exam**.
- **The oral part** of the exam will be held at the time specified in the exam schedule.

STAGE 1. PROJECT

A project is an independent educational work carried out for a long time.

The project allows you to assess the ability of students to independently apply their knowledge in the process of solving practical problems and problems, to navigate in the information space and the level of formed analytical, research skills, practical and creative thinking.

Response presentation format:

- Written report (10-15 pages, Times New Roman font, 12 pt, 1.5 interval, references to sources are required).

STUDENTS

1. At the time set by the teacher, students log in to the Moodle LMS and get access to the task "Final control of the discipline".

2. Look through the lecturer's assignment.

3. Students work in groups (up to 4 people), groups are formed according to the lists: 1. Сюй Ян (responsible person), 2. Мао Чжун, 3. У Чуньвэй.

3.1 Participants, when working in a group to complete the assignment, call each other, organize discussions on videoconferencing platforms (Microsoft Teams corporate connections are recommended, in case of technical problems - ZOOM, Skype and others), making a video recording of joint work on a project or creative assignment.

3.2 The student organizer of conferences, who was appointed by the lecturer, must organize, record and send, together with the final project through the Moodle LMS, at least 2 videos of the group discussion in the form of a hyperlink specified in the text of the work (video files are uploaded by the student to cloud data storage, a link to a file with a restriction "Access by reference" is indicated in the student's answer file).

Work on borrowing using the Anti-plagiarism system. The student will be given 1 attempt to check the written report for originality.

4. Carry out the lecturer's task
5. Based on the results achieved, they draw up a final report on the work done.
6. According to the schedule of exams students upload the result of the assignment into the

LMS

Moodle, for this:

- 6.1 students are authorized in the LMS Moodle accounts;
- 6.2 open the element "Final exam on the discipline";
- 6.3 select the item "Add answer to the task";
- 6.4 upload their works in the file upload field;
- 6.5 click "Save", ("Submit for verification"),
- 6.6 if necessary, checks the work for borrowings using the Antiplagiat system. **The student**

will be given 1 attempt to check the written report for originality.

IMPORTANT. The postponement of the uploading of finished works in the Moodle LMS is not allowed!

ATTENTION. It is allowed to upload final REPORTS only in *.docx. The size of uploaded files **should not exceed 30 MB**. If it is necessary to send large files, students upload files to cloud storage and publish links to them in the text of the report.

ATTENTION. The faces of all group members should be visible on the video, so that the lecturer can assess the activity of each participant when discussing the assignment and consider this during certification.

Example of student report content:

- The project should reflect an in-depth analysis of the topic and contain reasoned conclusions.
 - It is mandatory to use an academic writing style.
 - Sources must be up-to-date and reliable (no older than 5 years).
 - The report should contain an introductory part, the main part, the conclusion, and a list of references.
1. Introductory part
 - list of the group, with the highlighting of the full name of the author of a specific uploaded document;
 - short description of the task - exactly the task at hand, you do not need to copy the entire lecturer's document.
 2. Main part:
 - description of the achieved results of the project (directly solving the task in the form of a report, images, links to videos, diagrams, graphs, etc., depending on the task);
 - description of the progress of the project assignment;
 - description of the deviations and difficulties encountered in the course of the project, as well as the ways used to overcome them.
 3. Teamwork (in the case of group work):
 - members of the group;
 - describe their personal contribution to the accomplishment of project objectives;
 - each student reveals the results achieved by him and their significance for the implementation of the project;
 - group captain (responsible for video recording)
 - describes his own contribution to the project.
 - In addition, the captain's report indicates the work performed by each group member (from the reports of the other group members).
 - The description of the work of each student is drawn up in the report in separate chapters or by means of hyperlinks to blocks in the text, which contain a description of the work done by a particular participant.
 - The captain should begin the job description for a particular student with that student's last name, first name and patronymic.
 - If necessary, the captain leaves comments on the student's work.
 4. Conclusion. Conclusions on the work done.
 5. References.
 - list of used literature;

– a description of the methods and technologies used in the project for solving the assigned tasks (programs, tools, links to key regulatory documents, methods).

ATTENTION. EACH student in his report must write the introductory and main parts, conclusion, literature (all the same, in the case of a group project).

In the block of teamwork, each student describes only his own contribution to the solution of the problem posed by the lecturer (i.e. this block will be unique in each report), except for the report of the group captain, which should list the achievements of each student.

6. According to the exam schedule, students move on to the second stage of the exam (oral defense).

7. For oral defense, it is necessary to prepare a presentation (up to 10-15 slides, concise abstracts, graphs and diagrams are welcome). The duration of protection (up to 10 minutes + 5 minutes for questions). The originality of the work should not be less than **80%**.

During the exam, PhD students will be able to:

–search for necessary data in international online databases and libraries

–get skills in the field of analysis, synthesis and generalization of incoming information, building the logical consistency from the received information via writing theses, essays, annotations and articles.

–to become familiar and fluent on professionally profiled application of modern computer applications and software packages to solve the problems of the student's core profile research field, including those that are outside of his core profile training;

–to have the skills to apply argumentation methods in spoken and written texts, perform written speech discourses, use the potential of the language to achieve communicative goals and desired impact;

Topic options for the group project:

- 1. Structure and style of academic writing** (development of a teaching aid for students)
- 2. Analysis of scientific articles** (analysis of structure and argumentation)
- 3. Problems of citation and academic integrity**
- 4. Create an educational essay on a given topic**
- 5. Analysis and editing of scientific texts**

STAGE 2. ORAL DEFENSE OF PROJECT

The oral defense is carried out in accordance with the rules for the oral defense of the “Case Assignments”.

The time for setting points in the attestation sheet for the exam is up to 48 hours. It is possible to revise the duration according to the decision of the DAI.

Sample program questions submitted for the final exam:

1. What are the key features of academic writing, and how do they differ from other forms of writing? Provide examples.
2. Discuss the top artificial intelligence tools that can enhance the academic writing process. Highlight their advantages and applications.
3. Explain the methods to determine whether a journal is indexed by Scopus. What significance does Scopus indexing hold for academic researchers?
4. Elaborate on the process of assessing the quality of a journal indexed by Scopus. What criteria and considerations are involved in this evaluation?
5. Describe what Quartiles are in Scimago and how they can be useful for researchers in assessing journal quality.
6. Explain a specific measure used to analyze the quality of a journal, and discuss its importance in academic research.
7. Provide a step-by-step guide on how to create an outline for an academic paper using ChatGPT or similar tools.
8. List and explain reference management tools commonly used in academic writing. Highlight their features and benefits.
9. Why is it important to use a reference manager in academic writing? Provide an example of a free reference management software.
10. Compare and contrast different citation styles commonly used in academic writing, and provide examples of each.
11. Describe the phases involved in conducting a systematic literature review and their significance in academic research.
12. Explain the importance of documenting the literature search process in academic research, using your PhD Dissertation as an example.
13. Outline the steps to formulate a research proposal, including the structure and components of a typical research proposal, with examples based on your PhD Dissertation.
14. Differentiate between qualitative and quantitative research, and provide examples of research studies for each type.
15. Discuss the various instruments used for data collection in academic research. Share your choice for data collection in your PhD Dissertation and explain why.
16. Explain the types of data analysis methods used in qualitative and quantitative research, providing details and examples for each.
17. Provide examples of different research strategies and explain when each strategy is most suitable for academic research.
18. Is Structural Equation Modeling (SEM) a quantitative or qualitative research technique? Explain your reasoning.
19. Describe the main stages and requirements for preparing research results for publication in academic journals.
20. Discuss the structure and evaluation criteria for a systematic literature review in academic writing.
21. Explain the concept of content analysis and provide examples of how it can be applied in academic research.

Project assignment criteria.

Based on the final 60 points, the work is assessed according to the following 6 main criterias:

This table details the weightings of the 6 criteria by which your work will be assessed.

Criteria	The proportion of overall grade
1. Knowledge and understanding/application of theory	10
2. Consistency and compliance of the report according to the instructions provided	10
3. Correct formulation of questions that are aimed at solving the research problem, quality of questions	10
4. Quality of main body: reliability and value of results for decision making.	10
5. Accurate citations and referencing	10
6. Presentation creativity, grammar, and spelling	Extra points
Total	60

Plagiarism

It is not acceptable to copy from another source without acknowledging that it is someone else's writing or thinking. This includes using paraphrasing as well as direct quotations. You are expected to correctly cite and reference the works of others. Copying another student's work, using previous work of your own, or copying large sections from a book or the internet are examples of plagiarism and carry **serious consequences**. Please familiarize yourself with the CU Harvard Reference Style / APA style and use it correctly to avoid a case of plagiarism or cheating being brought.

Good luck!

Literature:

1. Teng, F., & Huang, J. (2019). Predictive effects of writing strategies for self-regulated learning on secondary school learners' EFL writing proficiency. *TESOL Quarterly*, 53, 232–247.
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3. Kim, S. & Kessler, M. (2022). Examining L2 English University Students' Uses of Lexical Bundles and Their Relationship to Writing Quality. *Assessing Writing*, 51, (1), 1-11. <https://doi.org/10.1016/j.asw.2021.1005891>. <https://www.ebsco.com/>
4. Natilene Bowker. Academic Writing: A Guide to Tertiary Level Writing. Massey University press. 2007.
5. Stephen Bailey. Academic Writing. A Handbook for International Students. Third edition. Taylor & Francis e-Library, 2011.
6. Safage A. Effective Academic Writing [Text] : Developing Ideas - 2nd ed. - New York : Oxford University Press, 2015. - 152 p.
7. Bailey S. Academic Writing : A Handbook for International Students (Vol. Fifth edition). London: Routledge, 2017.- 314 p.
8. J. Saramaki. How to Write a Scientific Paper: An Academic Self-Help Guide for PhD Students. – Chicago, 2018. – 112 p.
9. Bui, G., & Kong, A. (2019). Metacognitive instruction for peer review interaction in L2 writing. *Journal of Writing Research*, 11(2), 357–392.
10. Ma, Lai Ping Florence, 2020. "Writing in English as an additional language: Challenges encountered by doctoral students," in Higher Education Research & Development. <https://doi.org/10.1080/07294360.2020.1809354>

11. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. - 154p.

Internet res Professional scientific databases:

- 1 . <https://www.acaweb.org/>
2. <https://www.proquest.com/>

Internet resources:

- 1 . <http://elibrary.kaznu.kz/ru>
2. <https://www.scopus.com/>
3. https://www.mendeley.com/?interaction_required=true