

SYLLABUS

**Fall semester 2023-2024 academic years
on the educational program – “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**

ID and name of course	Independent work of students (IWS)	Number of credits			General number of credits	Independent work of student with teacher (IWST)
		Lectures (L)	Practical training (PT)	Lab classes (LC)		
Academic writing AP 7201	3	0	18		2,5	3
Academic information about the course						
Learning format	Cycle, component		Lecture types		Types of practical training	Form and platform final control
Offline	BD, Compulsory component		-		Practical lesson, discussion, written tasks	Written tasks
Lecturer	Aliakbarova A.T., PhD doctor, senior lecturer					
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Telephone number	8 (727) 3773337 13-21					
Academic course presentation						
Purpose of the 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;			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		

	<p>3) know complex syntactic constructions of scientific and business speech;</p> <p>4) know the technology of structuring an academic text;</p> <p>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;</p> <p>6) correctly organize your own ideas, clearly and convincingly justify them, and correctly Express them in writing.</p> <p>7) demonstrate the ability and willingness to extract and reproduce basic information in writing.</p>	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	<p>Main:</p> <ol style="list-style-type: none"> 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. <p>Additional:</p> <ol style="list-style-type: none"> 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 	
Academic policy of the course in the context of university moral and ethical values	<p>Academic Behavior Rules:</p> <p>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.</p> <p>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.</p> <p>Academic values:</p> <ul style="list-style-type: none"> - 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 	
Evaluation and	Criteria-based evaluation:	

attestation policy	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.
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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	<p>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.</p> <p>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.</p> <p>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 IWS. 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.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th>Formative and summative assessment</th> <th>Points % content</th> </tr> </thead> <tbody> <tr> <td>Work in practical classes</td> <td>70</td> </tr> <tr> <td>Independent work</td> <td>30</td> </tr> <tr> <td>Final control (exam)</td> <td>40</td> </tr> <tr> <td>TOTAL</td> <td>100</td> </tr> <tr> <td>TOTAL</td> <td>100</td> </tr> <tr> <td>TOTAL</td> <td>100</td> </tr> </tbody> </table>		Formative and summative assessment	Points % content	Work in practical classes	70	Independent work	30	Final control (exam)	40	TOTAL	100	TOTAL	100	TOTAL	100
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A	4.0 _	95-100	Great																
A-	3.67	90-94																	
B+	3.33	85-89	Fine																
B	3.0	80-84																	
B-	2.67	75-79																	
C+	2.33	70-74																	
C	2.0	65-69	Satisfactorily																
C-	1.67	60-64																	
D+	1.33	55-59	Unsatisfactory																
D	1.0	50-54																	

A week	Topic name	Number of hours	Max. score
MODULE 1			
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.	1	10
2	Seminar 2 Getting started. Forming a plan. Choosing a journal. Instructions to authors. Standardized reporting guidelines. Authorship	1	10
	IWST P 1 Impact factor. Citation index. Web of Science system, Scopus, Russian science citation index. Write an abstract and introduction to your scientific paper	1	
3	Seminar 3 Modern language Association (MLA) citation system. System of citation.	1	10
	IWS 1. Reasons to publish. Rewards for being a good writer. Thought, structure and style. The thrill of acceptance		15

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	1	10
5	Seminar 5 Scientific databases: rules for creating a search query, search by keywords. Title. References and citations. Peer review. Processing feedback. Submitting your paper.	1	10
MODULE 2			
6	Seminar 6 Structure of the academic community: research centers, publishing houses, and journals.	1	10
	IWST 2. Consultations on the implementation of IWS 2	1	
7	Seminar 7 Abstract as a brief description of the content of a printed work or manuscript. The structure of the summary.	1	10
	IWS 2. Review and editorial processes Releasing results to the press. Becoming a reviewer. Writing review comments. Becoming an editor		15
8	Seminar 8 Types of reports. Preparation of an oral report. Features of preparing a poster report. Reporting results from large studies. Policies for data sharing. E-journals and e-letters. Citation index. Impact factors	1	10
	IWST 2. Consultations on the implementation of IWS 2	1	
Midterm control 1			100
9	Seminar 9 Other types of documents. Letters. Editorials. Narrative reviews.	1	10
10	Seminar 10 Writing style. Topic sentences. Word order. Creating flow. Tight writing. Parallel structures. Style matters	1	10
	IWST 4. Consultation on the implementation of IWS 3	1	
MODULE 3			
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	1	10
	IWS 3. IWST Write the main part of your scientific article (include your findings and discussion sections)		15
12	Seminar 12 Topic about a scientific event (conference, round table, discussion).	1	10
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.	1	10
	IWST 5. Consultation on the implementation of the final exam	1	10
14	Seminar 14 Accuracy in writing. Abbreviations. Academic vocabulary. Types of writing.	1	10
15	PT 15 Support systems Searching the internet. Writers' groups. Avoiding writer's block. Mentoring	1	10
Midterm control 2			100
Final control (exam)			100
TOTAL for course			100

Dean _____ **B.U. Dzholdasbekova**
 Head of Department _____ **R.A. Avakova**
 Lecturer _____ **A. Aliakbarova**

