

SYLLABUS

Spring semester of the 2025-2026 academic year

Educational programs "8D07116 – Intelligent Control Systems", "8D06103 – Computer Science"

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)
		Lectur es (L)	Practical classes (PC)	Lab. Classe s (LC)		
96484 – Academic Writing	4	-	2.0	-	2	7

ACADEMIC INFORMATION ABOUT THE COURSE

Learning Format	Cycle, componen t	Lecture types	Types of practical classes	Form and platform final control
Offline	B, UC	Analytical	Research	Orally offline
Lecturer - (s)	Karyukin V.I.			
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Assistant - (s)	-			
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ACADEMIC COURSE PRESENTATION

Purpose of the course	Expected Learning Outcomes (LO) *	Indicators of LO achievement (ID)
To help avoid typical errors that occur when creating written scientific texts, as well as when describing technical applications. Within the framework of the discipline, the following aspects are considered: structuring their ideas in writing well-formulated sentences and paragraphs in scientific research and teaching activities in the specialty information systems; using an academic writing style characterized by a clear and formal language; analyzing about previous research and assessing its significance; using the methods of academic texts; choosing a journal.	1. Cognitive. Know the basic theoretical foundations and methodological principles of academic writing	1.1 Explains the purpose and functions of academic writing 1.2 Distinguishes academic style from journalistic and colloquial
	2. Functional. Be able to apply academic writing style to various genres (essays, reports, research papers)	2.1 Writes a scientific paper with the correct structure (introduction, main part, conclusion) 2.2 Uses arguments, evidence, and examples to support points
	3. Functional. Possess the skills of searching, analyzing, and critically evaluating sources	3.1 Able to find and select relevant scientific sources 3.2 Assesses the reliability and relevance of information
	4. Systematic. Create coherent research texts using academic standards	4.1 Creates a research report or article on a given topic 4.2 Complies with academic ethics (no plagiarism, correct citation)
	5. Cognitive. Develop skills in presenting and defending academic texts	5.1 Able to present the main results of the research orally 5.2 Uses presentation materials (slides, tables, diagrams) effectively
Prerequisites	96485 - Scientific Research Methods	
Postrequisites	90360 – Research Seminar	

Educational resources	<p>Literature: basic, additional.</p> <ol style="list-style-type: none"> 1. Graff, G., & Birkenstein, C. <i>They Say/I Say: The Moves That Matter in Academic Writing</i> (4th ed.). New York: W. W. Norton & Company, 2018 2. Paul J. Silvia, <i>How to Write a Lot: A Practical Guide to Productive Academic Writing</i>, 2024 3. Wendy Laura Belcher , <i>Writing Your Journal Article in Twelve Weeks : A Guide to Academic Publishing Success</i> (second edition), 2019 4. Silvia, P. J. <i>How to Write a Lot: A Practical Guide to Productive Academic Writing</i> (2nd ed.). Washington, DC: American Psychological Association, 2019 5. Williams, J. M., & Bizup , J. <i>Style: Lessons in Clarity and Grace</i> (12th ed.). New York: Pearson, 2017 <p>Research infrastructure</p> <ol style="list-style-type: none"> 1. Business Incubator No. 12 2. Laboratory room 514 3. Laboratory Room 323 <p>Professional scientific databases</p> <ol style="list-style-type: none"> 1. Scopus – https://www.scopus.com 2. Elsevier – https://www.elsevier.com/ 3. Researchgate – https://www.researchgate.net/ <p>Internet resources</p> <ol style="list-style-type: none"> 1. https://www.udemy.com/course/how-to-write-a-successful-research-paper-academic-writing/learn/lecture/13635782#overview 2. https://www.coursera.org/specializations/academic-english 3. https://www.futurelearn.com/courses/academic-writing-for-learners-of-english <p>Software</p> <ol style="list-style-type: none"> 1. Microsoft Word 2. Adobe Acrobat Reader 3. Grammarly 4. Microsoft Equation
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Academic policy of the discipline	<p>The academic policy of the discipline is determined by <u>the Academic Policy and the Academic Honesty Policy Al-Farabi Kazakh National University</u> .</p> <p>Documents are available on the main page of the Univer information system .</p> <p>Integration of science and education. Research work by undergraduate, master's, and doctoral students deepens the educational process. It is organized directly in departments, laboratories, research and project units of the university, and in student scientific and technical associations. Independent work by students at all levels of education is aimed at developing research skills and competencies based on the acquisition of new knowledge using modern research and information technologies. Research university instructors integrate the results of research into lecture and seminar (practical) topics, laboratory classes, and assignments of the independent work programs (SWP) and independent work organizations (SROs), which are reflected in the syllabus and are responsible for ensuring the relevance of the topics of the classes and tasks.</p> <p>Attendance. The deadline for each assignment is specified in the course schedule. Failure to meet deadlines results in a loss of points.</p> <p>Academic integrity. Practical/laboratory classes and independent learning develop students' independence, critical thinking, and creativity. Plagiarism, forgery, cheating, and copying are prohibited at all stages of assignment completion.</p> <p>In addition to the main policies, compliance with academic integrity during the period of theoretical training and examinations is regulated by <u>the "Rules for conducting final assessments", "Instructions for conducting final assessments of the fall/spring semester of the current academic year"</u> , and <u>"Regulations on checking students' text documents for plagiarism"</u>.</p> <p>Documents are available on the main page of the Univer information system .</p> <p>The fundamental principles of inclusive education. The university's educational environment is conceived as a safe place where all students are supported and treated equally by faculty and by students, regardless of gender, race/ethnicity, religious beliefs, socioeconomic status, physical health, and other factors. All people need the support and friendship of their peers and classmates. For all students, progress is achieved through what they can do rather than what they cannot. Diversity enhances all aspects of life. All students, especially those with disabilities, can receive advisory assistance at vladislav.karyukin@gmail.com / +77019405992 or via video call in MS Teams https://teams.microsoft.com/l/channel/19%3A_42fC1nQCLdFAtfzN6R1W4TyVYgK73JB7v28vsM3UXI1%40thread.tacv2/General?groupId=b33ff6a6-ecd6-4d29-8c1d-beea8ead7e0d&tenantId=b0ab71a5-75b1-4d65-81f7-f479b4978d7b</p>
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Grade -rating letter system for grading academic achievements				Assessment methods
Grade	Digital equivalent points	Points, % content	Assessment according to the traditional system	Criterion-based assessment is the process of comparing actual learning outcomes with expected learning outcomes based on clearly defined criteria. It is based on formative and summative assessment.
A	4,0	95-100	Excellent	Formative assessment is a type of assessment conducted during everyday learning activities. It serves as a current indicator of academic performance and provides a live link between the student and the teacher. It helps determine student capabilities, identify difficulties, help achieve the best results, and promptly adjust the educational process. Assessments include assignment completion and classroom participation during lectures, seminars, and practical classes (discussions, quizzes, debates, round tables, labs, etc.). Acquired knowledge and competencies are assessed.
A-	3.67	90-94		Summative assessment – a type of assessment that is carried out upon completion of the study of a section in accordance with the discipline program. Conducted four times per semester during the independent assessment process, this assessment assesses the mastery of expected learning outcomes in relation to descriptors. It allows for the determination and recording of the level of mastery of a subject over a given period. Learning outcomes are assessed.
B+	3.33	85-89		Formative and summative assessment
B	3.0	80-84		Points % content
B-	2.67	75-79		Activity at lectures
C+	2.33	70-74		Work in practical classes
C	2.0	65-69		Independent work
C-	1.67	60-64		Project and creative activities
D+	1.33	55-59		Final assessment (exam)
D	1.0	50-54		TOTAL
FX	0.5	25-49	Unsatisfactory	100
F	0	0-24		

Calendar (schedule) for implementing the course content. Teaching and learning methods.

Week	Topic Title	Number of hours	Max. ball
MODULE 1 Introduction to Academic Writing			
1	PC 1. Introduction to academic writing, the concept of its main features and differences from other types of writing		
2	PC 2. Study of the main structural components of a scientific article		2
3	PC 3. Description of the process of formulating a topic and setting a scientific problem		1
4	PC 4. Performing a search for scientific sources and creating a Related section works scientific article		1
5	PC 5. Learning about different citation rules for sources (APA, MLA, Chicago, and others) ISWT 1. Consultations on the implementation of ISW 1 on the selection of a topic for writing a scientific article. Acceptance of ISW 1.		1
	MODULE 2 Development of a methodology for a scientific article		
6	PC 6. Description of the research methodology section in a scientific article ISWT 2. Consultations on the implementation of ISW 2 on the topic “Compiling a bibliographic list for a scientific article”		1
7	PC 7. Creating diagrams and graphs for the Methodology section of a scientific article ISWT 3. Acceptance of ISW 2		1
8	PC 8. Complete design of the Methodology section of a scientific article		60
Midterm control 1			100
9	PC 9. Description of the formation of the Research Results section in a scientific article ISWT 4. Consultations on the implementation of ISW 3 on the topic “Conducting and describing a scientific experiment”		1
10	PC 10. Presentation of results in the form of tables, graphs, and figures		1
MODULE 3 Design of a scientific article			
11	PC 11. Formulating the conclusion of a scientific article		1
12	PC 12. Editing and checking the article for errors ISWT 5. Acceptance of ISW 3		1
13	PC 13. Checking a scientific article for plagiarism ISWT 6. Consultation on the implementation of ISW 4 on the topic “Preparing an article for submission to a scientific journal: design, requirements, review”		33
14	PC 14. Searching for and selecting a scientific journal for publishing an article		1
15	PC 15. Rules for preparing articles for publication and Academic Ethics ISWT 7. Acceptance of ISW 4		1
Midterm control 2			60
Final control (exam)			100
TOTAL for course			100

SUMMARY ASSESSMENT RUBRICATOR

CRITERIA FOR ASSESSING LEARNING RESULTS

ISW 1. Selecting a topic for writing a scientific article (32% of 100% of MT1)

CRITERIA FOR ASSESSING LEARNING RESULTS				
Criterion	“Excellent” 30%-32%	“Good” 15% - 29%	“Satisfactorily” 6% - 14%	“Unsatisfactory” 0%-5%
Knowledge and understanding of the basic components of choosing a topic for scientific articles	A full understanding of the degree of relevance, relevance, and validity of the choice of topic for research articles	A good understanding of the degree of relevance, relevance and validity of the choice of topic for research articles	Limited understanding of the degree of relevance, relevance, and validity of the choice of research article topic selection	Superficial understanding/lack of understanding of the degree of relevance, relevance and reliability of the choice of topic for scientific articles
Skills for writing an abstract of a scientific article	A clear and concise presentation of the abstract of a scientific article	There are errors in the abstract of the scientific article	A large number of logical and syntactic errors in writing the abstract of a scientific article	Lack of an abstract for a scientific article

ISW 2. Compiling a bibliographic list for a scientific article (60% of 100% of MT1)

CRITERIA FOR ASSESSING LEARNING RESULTS				
Criterion	“Excellent” 50% - 60%	“Good” 25% - 49%	“Satisfactorily” 10%-24%	“Unsatisfactory” 0%-9%
Working with bibliographic sources	A full understanding of the relevance, relevance, and reliability of bibliographic sources	A good understanding of the degree of relevance, currency and reliability of bibliographic sources	Limited understanding of the relevance, currency, and reliability of bibliographic sources	Superficial understanding/lack of understanding of bibliographic sources
Bibliographical source writing skills	Clear and concise presentation of bibliographic sources	There are errors in the bibliographic sources	A large number of errors in bibliographic sources	Lack of bibliographic sources

ISW 3. Conducting and describing a scientific experiment (33% of 100% of MT2)

CRITERIA FOR ASSESSING LEARNING RESULTS				
Criterion	“Excellent” 29%-33%	“Good” 15% -28%	“Satisfactorily” 6-14 %	“Unsatisfactory” 0-5%
Working with experimental data	A full understanding of the degree of consistency, relevance, and reliability of experimental data	A good understanding of the degree of fit, relevance, and reliability of experimental data	Limited understanding of the degree of relevance, relevance, and reliability of experimental data	Superficial understanding/lack of understanding of experimental data

Programming coding skills for experimental data	Clear and concise presentation of the program code for experimental data, absence of syntax errors in the code	There are minor logical errors in the program code for experimental data.	A large number of logical and syntactic errors in the program code for experimental data, which makes it practically inoperable	No program code or only a few lines of code
Writing a report	The letter demonstrates clarity, conciseness and correctness.	The letter demonstrates clarity, conciseness, and correctness. It is generally free of errors.	There are some key errors in the letter and the clarity needs to be improved.	The writing is unclear and difficult to follow. There are many errors in the text.

ISW 4. Preparing an article for submission to a scientific journal: design, requirements, peer review (60% of 100% of MT2)

CRITERIA FOR ASSESSING LEARNING RESULTS

Criterion	“Excellent” 50% - 60%	“Good” 25% - 49%	“Satisfactorily” 10%-24%	“Unsatisfactory” 0%-9%
Knowledge and understanding of the preparation and formatting of articles for a scientific journal	A thorough understanding of the preparation and formatting of articles for a scientific journal.	Knowledge of most of the requirements for article formatting for a scientific journal	Limited understanding of the requirements for submitting an article to a scientific journal	Superficial understanding/lack of understanding of the requirements for article formatting for a scientific journal
Skills for submitting an article to a scientific journal	A clear and concise presentation of the skills for submitting an article to a scientific journal	There is an introduction to the process of submitting an article to a scientific journal.	A large number of errors in submitting an article to a scientific journal	Lack of skills in submitting an article to a scientific journal

Dean

Imankulov T.S.

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on the Quality of Teaching and Learning

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