ESL Academic Writing for MA Students (AWM) **Syllabus of the course**	
Master/bachelor level	Master Level
Branches of knowledge	Humanities
Specializations	014.021 Secondary Education. English Language and Literature 035.041 "Germanic languages and literatures (including translation) ", English as a major 014.021 "Language and Literature" (English language and a west-European language)
Qualifications	Master of Secondary Education, Teacher of the English Language and Literature at Higher Educational Establishments Master of Philology
Form of education	Formal
Status of the discipline	Compulsory
Course prerequisites	Academic Writing Essential BA

Semester of the course	1 /2
Course Volume	3 ECTS 90 hours 30 hours of class work 60 hours of independent work
Form of final control	Credit (passed - A, B, C, D, E, failed - F)
Course language	English
Developers	Bystrov, Yakiv, DSc, Vasyl Stefanyk Precarpathian National University Chernovaty, Leonid, DSc, V.N.Karazin Kharkiv National University Kozlova, Tetyana, DSc, Zaporizhzhia National University Kravchenko, Viktoria, PhD, Poltava V.G. Korolenko National Pedagogical University Myronenko, Tetyana, PhD, V.O.Sukhomlynskyi National University of Mykolaiv Oliynyk, Iryna, PhD, Ternopil National Pedagogical University Pozhydaieva Nadiia, PhD, Horlivka Institute for Foreign Languages 'DDPU' (Bakhmut) Shuba, Yuliia, PhD, Bohdan Khmelnytsky National University at Cherkasy
Course summary	

The course "**ESL Academic Writing for MA Students**" is designed for MA students whose speciality is Secondary Education and Philology (English Language and Literature). The prerequisite of the Course introducing is Academic Writing Essentials at the BA educational level. The Course consists of three Credits that encompasses 10 themes within three modules that are logically related: Academic Writing for Professional Purposes (1), Principles and Types of Academic Writing(2), Guidelines for Abstract and Research Proposal (3). The Course comprises 30 hours of classwork and 60 hours of students' self-study.

Within the Course MA students are supposed to do research in different functional styles, to express the coherent arguments clearly and concisely in an academic format, to avoid plagiarism in academic writing. The Course provides key techniques, guidelines and suggestions to improve MA students' academic written communication.

Course purpose: to develop the MA students' writing skills, enhance analytical and critical thinking skills, to cooperate in peer groups, to write feedback on academic essays of different genres and present a final piece of writing.

  The course Academic Writing is developed under the umbrella of the Erasmus+ Project 610427-EE-2019-EPPKA2-CBHE-JP "Foreign Language Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration (MultiEd)".

Key terms and notions
abstract, academic essays, academic integrity, bibliography, citation, coherence, cohesion, concluding sentence, cover letter, CV, discursive essay, feedback, motivation letter, narrative essay, paragraph, paraphrasing, plagiarism, references, reference letter, reporting essay, research proposal, resume, reviewing, SOP letter, summary, supporting sentence, peer review, proof-reading, topic sentence

Course aim
The aim of the course is: to engage ESL students in writing, help them understand the principles of academic integrity and conventions of producing specific writing genres in English, develop the research, composition, and argumentation skills they need to succeed in MA programs.

Competencies

Generic competencies	1. Ability to communicate in a second language (English) 2. Capacity to generate new ideas in the process of writing texts of different genres 3. Ability to search for, process and analyse information from a variety of sources to structure and produce academic texts properly 4. Ability to work autonomously for conducting research in writing process 5. Ability to evaluate and maintain the quality of different genres texts produced 6. Skills in the use of information and communications technologies to follow academic integrity rules
Specific competencies	1. Ability to gather data, construct linguistic corpora, manage, maintain and retrieve information from them 2. Ability to select appropriate methodologies for different types of linguistic research 3. Ability to examine and reflect on the relationship between language and social context 4. Understanding the nature of linguistic theories, hypotheses and explanations 5. Ability to apply tools and methods of linguistic analysis to related fields 6. Understanding the nature of linguistic theories, hypotheses and explanation

Learning outcomes	
AWM 1	to apply specialized conceptual knowledge to differentiate among types of academic writing (essay, peer review, MA dissertation, review article, writing feedback)
AWM 2	to be able to use relevant to specialisation problem-solving skills required for a research design (a plan to answer a research question) and research methods (strategies used to implement the plan)
AWM 3	to comprehend the purpose and structure of the texts related to different academic genres for managing complex research and professional tasks
AWM 4	to solve complex specialized tasks and practical problems by explaining research methods for data collection and

	analyses
AWM 5	to apply skills of original, research and critical thinking on the basis of the developed academic writing skills through generating ideas, drafting and use of appropriate mechanics
AWM 6	to be able to demonstrate responsibility for contributing to professional knowledge and practice by following ethical principles and rules of academic integrity and by avoiding academic plagiarism
AWM 7	to apply in-depth cognitive and practical knowledge to implement appropriate strategies in writing an abstract, a summary, a scientific article, and MA thesis
AWM 8	to be able to carry out the research and understand the need for enhancing academic writing competence by preparing MA thesis including hypothesis, background study, methods, results, interpretation of findings, and a discussion of possible implications
AWM 9	to be able to integrate knowledge and solve complex problems in multidisciplinary contexts by presenting and reporting on the research paper, research proposal, scientific article, peer review and feedback
AWM 10	to be able to continue learning with a high degree of autonomy for mastering skills of interpreting ideas, persuading and informing readers through written and oral communication

Correlation matrix of program and course learning outcomes		
Curriculum Learning Outcomes	**Course Learning Outcomes**	**LO code**

PLO 2. To have proficient command of the state and foreign languages for the implementation of written and oral communication in situations of professional and scientific communication; to present research results in the national and foreign languages	to apply skills of original, research and critical thinking on the basis of the developed academic writing skills through generating ideas, drafting and use of appropriate mechanics	AWM 5
PLO 3. To apply modern methods and technologies, incorporating information technology, for successful and effective implementation of professional activities and quality assurance of the research in a corresponding field	to solve complex specialized tasks and practical problems by explaining research methods for data collection and analyses	AWM 4
PLO 9. To characterize the theoretical principles (concepts, categories, principles, basic concepts, etc.) and applied aspects of the chosen philological specialization	to apply specialized conceptual knowledge to differentiate among types of academic writing (essay, peer review, MA dissertation, review article, writing feedback)	AWM 1
PLO 11. To carry out scientific analysis of language, speech and literary material, to interpret and structure it on the basis of appropriate methodological principles, to formulate generalizations on the basis of independently processed data	to be able to carry out the research and understand the need for enhancing academic writing competence by preparing MA thesis including hypothesis, background study, methods, results, interpretation of findings, and a discussion of possible implications	AWM 8

PLO 12. To respect the rules of academic integrity	to be able to demonstrate responsibility for contributing to professional knowledge and practice by following ethical principles and rules of academic integrity and by avoiding academic plagiarism	AWM 6
PLO 13. To explain accessibly and reasonably the essence of specific philological issues, one's own point of view about them to specialists, general public, in particular to people who study	to be able to integrate knowledge and solve complex problems in multidisciplinary contexts by presenting and reporting on the research paper, research proposal, scientific article, peer review and feedback	AWM 9
PLO 14. To create, analyze and edit texts of different styles and genres	to comprehend the purpose and structure of the texts related to different academic genres for managing complex research and professional tasks	AWM 3
PLO 15. To choose appropriate approaches and methods for the analysis of scientific linguistic and literary material	to be able to use relevant to specialisation problem-solving skills required for a research design (a plan to answer a research question) and research methods (strategies used to implement the plan)	AWM 2
	to apply in-depth cognitive and	AWM 7

	practical knowledge to implement appropriate strategies in writing an abstract, a summary, a scientific article, and MA thesis	
PLO 16. To use specialized conceptual knowledge from the chosen field of philology to solve complex tasks and problems that requires updating and knowledge integration, often in conditions of incomplete / insufficient information and contradictory claims	to be able to carry out the research and understand the need for enhancing academic writing competence by preparing MA thesis including hypothesis, background study, methods, results, interpretation of findings, and a discussion of possible implications	AWM 8
	to be able to integrate knowledge and solve complex problems in multidisciplinary contexts by presenting and reporting on the research paper, research proposal, scientific article, peer review and feedback	AWM 9
PLO 17. To plan, organize, carry out and present research and / or innovative developments in a corresponding field	to apply skills of original, research and critical thinking on the basis of the developed academic writing skills through generating ideas, drafting and use of appropriate mechanics	AWM 5
	to be able to integrate knowledge and	AWM 9

	solve complex problems in multidisciplinary contexts by presenting and reporting on the research paper, research proposal, scientific article, peer review and feedback	
PLO 18. To present the results of personal research to the scientific community in the form of scientific publications or conference speeches, round table discussions, seminars, etc.	to be able to integrate knowledge and solve complex problems in multidisciplinary contexts by presenting and reporting on the research paper, research proposal, scientific article, peer review and feedback	AWM 9
	to be able to continue learning with a high degree of autonomy for mastering skills of interpreting ideas, persuading and informing readers through written and oral communication	AWM 10

Correlation matrix of the NQFU (Master, level 7) and course learning outcomes				
Learning Outcomes	Knowledge	Skills	Communication	Responsibility and Autonomy
AWM 1	+	+		

AWM 2	+	+		+
AWM 3	+	+		+
AWM 4	+	+		+
AWM 5	+	+	+	
AWM 6	+			+
AWM 7	+	+	+	
AWM 8	+	+	+	
AWM 9	+	+	+	
AWM 10		+	+	+

AWM Learning objectives and outcomes in modules							
Topic	In-class hrs	Self-study hrs	In-class work	Self-study assignment	Learning Objectives	Learning Outcomes	
						Professional	Personal and social
Module 1. Academic Writing for Professional Purposes							

1. Academic Writing Process	2	5	1.1.Difference between Academic and Personal Styles of Writing 1.2.Vocabulary and Grammatical Features of Academic Writing 1.3.Types of academic essays: -descriptive; - argumentative; - comparison and contrast; -analytical; - critical; -review; - research 1.3.1.Stages of Academic Writing: - prewriting (brainstorming) - drafting - revising - editing - peer-reviewing - publishing	1.1. Find and identify the features of academic and personal essays 1.2.Match the table with key attributes of academic and non academic texts (Test on Moodle) 1.3.Write down the ideas for starting an academic text and think about the recipient of the text 1.3. 1.Write an outline of the content of the future academic text 1.3.2. Write an academic essay based on your ideas 1.3.3. Write approximately 500 words about the difficulties you face with while writing and academic essay 1.3.4. Analyse your essay according to academic grammar and vocabulary relativity 1.3.5. Compare the first and last version of your essay	The students will: <u>Content:</u> -organize and support ideas in a logical and argumentative way; - possess in-depth skills in the area of structuring various types of academic essays <u>Language</u> - improve writing and critical thinking skills' -enrich the knowledge of grammar and vocabulary of an academic discourse	AWM 2**:**to be able to use relevant to specialisation problem-solving skills required for a research design (a plan to answer a research question) and research methods (strategies used to implement the plan) AWM 5: to apply skills of original, research and critical thinking on the basis of the developed academic writing skills through generating ideas, drafting and use of appropriate mechanics	AWM 1:to apply specialized conceptual knowledge to differentiate among types of academic writing (essay, peer review, MA dissertation, review article, writing feedback)	

2.Writing Feedback	2	7	2.1 Criteria to evaluate the writing of different genres 2.2 Types of feedback: – formal, – formative; – summative, – student peer; – student self; – constructive	2.1 Create a rubric for evaluation texts of different genres 2.2.1.Workout criteria checklists for self-assessments 2.2.2. Writing a definite type of feedback for a piece of writing	The students will: <u>Content:</u> -develop their understanding about writing different types of feedback; - know basic principles to write a feedback; <u>Language</u> - improve their writing and critical skills by writing a feedback	AWM 1: to apply specialized conceptual knowledge to differentiate among types of academic writing (essay, peer review, MA dissertation, review article, writing feedback) AWM 9: to be able to integrate knowledge and solve complex problems in multidisciplinary contexts by presenting and reporting on the research paper, research proposal, scientific article, peer review and feedback	AWM 5: to apply skills of original, research and critical thinking on the basis of the developed academic writing skills through generating ideas, drafting and use of appropriate mechanics
3. Basic Types of Academic writing a. CV, Resume, Cover letter,	4	8	3.1. CV format (reverse-chronological, functional, combination) 3.2. Professional CV templates (classic, modern, creative)	3.1. Writing a CV, resume, cover letter, and reference letter 3.2. Doing a peer-review of the CV, resume, cover letter, reference letter	<u>The students will</u>: <u>Content</u> - organize and support ideas in a logical and argumentative way; - shape their CV/resume, cover and reference letters	AWM 1: to apply specialized conceptual knowledge to differentiate among types of academic writing (essay, peer review, MA dissertation, review	AWM 3: to comprehend the purpose and structure of the texts related to different academic genres for managing complex research and

Reference letter b. Statement of Purpose and Motivation Letter;	3.3. CV vs Resume (format, templates) 3.4. Structuring the cover letter (salutation, attention-grabbing introduction, effective body, calling to action closing) 3.5. Writing a cover letter for job application or/and for International project (formatting, the writing style, avoiding typos or grammar mistakes) 3.6. Writing a reference letter (types, structure and templates) 3.7. Requirements and format of SOP letter. 3.8. Steps of writing SOP (outline, draft, review) -come up with an attention-grabbing hook; describe your experience in the field; be specific; discuss your future plans.	3.3. Proofreading the CV, resume, cover letter, and reference letter 3.4. Prepare a checklist for writing a statement of purpose 3.5. Write the statement of purpose of your own 3.6. Sit the test on Moodle https://learnenglishteens.britishcouncil.org/sites/teens/files/a_cover_letter_-_exercises.pdf https://learnenglishteens.britishcouncil.org/skills/writing/advanced-c1-writing/cover-letter	according to the templates; -be capable of integrating information for a successful job application; -know the differences of SOP, motivation letter and personal statement; - know the requirements and format of academic letters Language - write clear, well-structured longer, and more complex texts on a variety of subjects; -develop their skills in proofreading; - improve writing and critical thinking skills; -have linguistic, pragmatic, and strategic competence at C1+ /C2 level

Reference letter b. Statement of Purpose and Motivation Letter;	3.3. CV vs Resume (format, templates) 3.4. Structuring the cover letter (salutation, attention-grabbing introduction, effective body, calling to action closing) 3.5. Writing a cover letter for job application or/and for International project (formatting, the writing style, avoiding typos or grammar mistakes) 3.6. Writing a reference letter (types, structure and templates) 3.7. Requirements and format of SOP letter. 3.8. Steps of writing SOP (outline, draft, review) -come up with an attention-grabbing hook; describe your experience in the field; be specific; discuss your future plans.	3.3. Proofreading the CV, resume, cover letter, and reference letter 3.4. Prepare a checklist for writing a statement of purpose 3.5. Write the statement of purpose of your own 3.6. Sit the test on Moodle https://learnenglishteens.britishcouncil.org/sites/teens/files/a_cover_letter_-_exercises.pdf https://learnenglishteens.britishcouncil.org/skills/writing/advanced-c1-writing/cover-letter	according to the templates; -be capable of integrating information for a successful job application; -know the differences of SOP, motivation letter and personal statement; - know the requirements and format of academic letters Language - write clear, well-structured longer, and more complex texts on a variety of subjects; -develop their skills in proofreading; - improve writing and critical thinking skills; -have linguistic, pragmatic, and strategic competence at C1+ /C2 level	article, writing feedback) AWM 9: to be able to integrate knowledge and solve complex problems in multidisciplinary contexts by presenting and reporting on the research paper, research proposal, scientific article, peer review and feedback
				professional tasks AWM4: to solve complex specialized tasks and practical problems by explaining research methods for data collection and analyses

			-describe specific topics of your interest; give details; impress; be concise. ask for feedback; proofread; double check 3.9. Personal Statement vs Motivation Letter: similar objectives 3.10. Format of Motivation Letter - layout, salutation, qualifications, evidence, closing paragraph				
Total for Module 1		Topics: 3 In-class work: 8 Self-study work: 20					
Module 2. Principles and Types of Academic Writing							

4. Academic Integrity	2	4	4.1. Principle values of academic integrity (Code of Academic Integrity):
			  -honesty;
			  -trust;
			  -fairness;
			  -respect;
			  -responsibility;
				4.1. Case study:
				Honesty for a researcher;
				Honesty for a student;
				Honesty for a future teacher of English
				
				4.2. Prepare
					<u>The students will:</u>
					<u>Content</u>
					
					- know the principles of academic integrity;
					- broaden their awareness of academic plagiarism;
						AWM 6: to be able to demonstrate responsibility for contributing to professional knowledge and practice by following ethical principles and rules of academic integrity and by avoiding academic	AWM 5: to apply skills of original, research and critical thinking on the basis of the developed academic writing skills through generating ideas, drafting and use of appropriate mechanics

| | | | 4.2. Violation of Academic Integrity:
- cheating;
- plagiarism;
-fabrication;
-complicity;
-misconduct in research;
-misuse of intellectual property;
-multiple violation;

3. Writing code:
-principles of citation;
-citing code sources | PowerPoint presentation with examples of violation of academic integrity | - distinguish intentional and accidental types of plagiarism;

Language
- improve speaking and fact presentation skills;

-develop productive skills | plagiarism | |
| 5.Paraphrasing and citation to avoid plagiarism | 2 | 4 | 5.1. The rules of paraphrasing:
- paraphrasing strategy (the 4R's);
- elements of paraphrasing; - techniques for paraphrasing
5.2. The ways of citation: direct quotation and reporting

5.3. The elements of a reference | 5.1. Read the texts and the examples of paraphrasing. Define which example is a better paraphrase and why.

5.2. Find synonyms for the words and phrases in italics.

5.3. Read the text and use the techniques to paraphrase it. | The students will:
  Content
- know how to change a text so that it is different from the source, while retaining the meaning;
- know techniques of paraphrasing;
- know the ways of including sources to avoid plagiarism: citation and writing a list | AWM 5: to apply skills of original, research and critical thinking on the basis of the developed academic writing skills through generating ideas, drafting and use of appropriate mechanics

AWM 10: to be able to continue learning with a high degree of autonomy for mastering skills of interpreting | AWM 6: to be able to demonstrate responsibility for contributing to professional knowledge and practice by following ethical principles and rules of academic integrity and by avoiding academic plagiarism |

			5.4. The most widely recognized reference styles in the academic world	5.4. Decide which of the following needs references. 5. 5. Find and analyse examples of citations in the Internet articles 5.6. Find and correct errors in the quoted texts and reference lists	of references; - get acquainted with reference styles (The MLA, the APA style, the Harvard system, the Vancouver system) <u>Language</u> - enrich students' vocabulary and find alternative vocabulary; - improve their writing and critical thinking skills by peer reviewing	ideas, persuading and informing readers through written and oral communication	
6. Paragraph Structure.	2	4	6.1. Main parts of any writing: introduction, main body, conclusion. Paragraph structure specifics: topic, supporting, concluding sentences. 6.2. Commonly used patterns of organization. Specifics and purpose of text structure: - compare and	6.1. Determine what sentences in the paragraphs given are: topic, supporting concluding. 6.2. Group the signal words/ phrases according to text structure	<u>The students will:</u> <u>Content</u> - know what a paragraph is and its structural elements (topic, supporting, concluding sentences); - know what signal words and structures are used for a specific text structure	AWM 5: to apply skills of original, research and critical thinking on the basis of the developed academic writing skills through generating ideas, drafting and use of appropriate mechanics	AWM 3: to comprehend the purpose and structure of the texts related to different academic genres for managing complex research and professional tasks

			contrast; - cause and effect; - problem and solution; - sequence; - description; - chronological; - order of importance. 6.3. Identifying text structures. Signal words and phrases marking specific text structures.	6.3.Write two paragraphs of your own seven to ten sentences in length. Peer-review the paragraph written by your groupmates.	Language be able to write topic, supporting, concluding sentences; be able to write a paragraph		
7. Cohesion and coherence	2	6	7.1. The importance of unity. Doing exercises on practicing cohesion. 7.2. Coherence as an art of joining a text together with reference words (key nouns, consistent pronouns, transition signals to link ideas, arranging ideas in	7.1. Replace pronouns with key words/ key words with synonyms and expressions with the same meaning. 7.2. Complete the paragraph with transition signals (in conclusion, on the other hand, but, when etc).	The students will: Content - know how to apply cohesion and coherence techniques within a paragraph; - know what transition signals are and be able to use them in writing Language: - master writing	AWM 5: to apply skills of original, research and critical thinking on the basis of the developed academic writing skills through generating ideas, drafting and use of appropriate mechanics AWM9: to be able to integrate knowledge and solve complex problems	AWM 10: to be able to continue learning with a high degree of autonomy for mastering skills of interpreting ideas, persuading and informing readers through written and oral communication

			logical order). Doing exercises on avoiding repetition and preventing confusion. Small group work.	7.3. Improve the paragraph by deleting some transition signals 7.4. Write a well-organised paragraph on any of the topic suggestions for peer-reviewing.	paragraphs, preserving their cohesion and coherence; - cooperate with the colleagues, with the representatives of other cultures and religions, and with supporters of different political parties and views	in multidisciplinary contexts by presenting and reporting on the research paper, research proposal, scientific article, peer review and feedback	

8. Main Types of Academic Essays	1 0	8	8.1 Essay writing, proof-reading and reviewing
			8.1.1 Comparing and contrasting various types of essays: (descriptions, narratives, discursive essays, reviews, reports).
			8.1.2 Proof-reading and editing of an essay.
			8.1.3 Writing an essay peer review.
			
			8.2 Persuasive/ discursive essays.
			8.2.1 Types of discursive essays (discussing benefits and drawbacks, outlining problems and offering solutions, giving an
				8.1 Compiling a rubric for an essay review
				
				8.2 (1) Writing a persuasive essay (350 words) on a given topic.
				(2) Proof-reading, editing, reviewing: improving your peer's language directly and
					The students will:
					Content
					   -learn the basic forms and strategies for successful writing an academic essay;
					   -explore and compare essays in their variety and complexity;
					   - design and structure argumentative, narrative and reporting essays.
					   Language:
					   -adhere to language conventions to present a written essay in accordance with a particular style;
					   -apply appropriate vocabulary and
						AWM 1: to apply specialized conceptual knowledge to differentiate among types of academic writing (essay, peer review, MA dissertation, review article, writing feedback)
						AWM 5: to apply skills of original, research and critical thinking on the basis of the developed academic writing skills through generating ideas, drafting and use of appropriate mechanics
						AWM 6: to be able to demonstrate
							AWM 10: to be able to continue learning with a high degree of autonomy for mastering skills of interpreting ideas, persuading and informing readers through written and oral communication

| | | | | opinion, presenting both sides of an argument). 8.2.2 Structure: thesis, support (topic sentence; detail(s) and/or example(s); back to thesis), conclusion 8.2.3 Organizing ideas (balancing both sides of an argument, sequencing ideas, adding information, avoiding irrelevances) 8.2.4 Style: using rhetorical questions, avoiding over-generalisation. 8.2.5 Vocabulary and grammar: stating opinions, responding to opinions, connectors (contrast and result, weighing up, stating and summarizing arguments). 8.2.6 Analysing model texts. 8.3. Narrative essays 8.3.1 Types of narrative essays (describing an incident, telling a story). 8.3.2 Structure and types of plotlines (linear, non-linear, parallel, circular, interactive). | giving feedback in comments. 8.3 (1) Writing a story (350 words) that begins with the words: … . (2) Proof-reading, editing, reviewing: improving your peer's language directly and | grammar to create narrratives, reports and arguments; - use sophisticated tools to persuade, inform, and move readers | responsibility for contributing to professional knowledge and practice by following ethical principles and rules of academic integrity and by avoiding academic plagiarism | |

			8.3.3 Organizing ideas: a surprising beginning, a chronological order of events, a well-rounded ending. 8.3.4 Style: varying sentence structure, creating suspense, using flashback techniques. 8.3.5 Vocabulary and grammar: narrative tenses, tenses in flashbacks, inversion, reported speech, idioms, words appealing to senses, describing feelings and reactions, ways of movement and speaking. 8.3.6 Analysing model texts. 8.4. Reporting essays: news reports 8.4.1. Types of reports (letters, a work experience report, an information sheet, a news article) 8.4.2 Structure of a news report/article: a headline, a summary, paragraphs (facts), a concluding paragraph (opinions and a current situation), a picture with a caption).	giving feedback in comments. 8.4. (1) Writing a news article/report on a given topic (300 words). (2) Proof-reading, editing, reviewing: improving your peer's language directly and giving feedback in comments.			

			8.4.3 Organizing ideas and Five Ws (what, who, where, when, why). 8.4.4 Style: dramatic statements, quotes, basic vocabulary rather than formal. 8.4.5 Vocabulary and grammar: phrasal verbs, narrative tenses, passives, complex sentence structures. 8.4.6 Analysing a model text.				
Total for Module 2	Topics:5 In-class work: 18 Self-study work: 26						

Module 3. Guidelines for Abstract and Research Proposal

| 9.Abstract and Summary | 2 | 7 | 9.1. Types and structure of an abstract

9.2.An abstract as a short summary (150-300 words) of a longer work (such as a dissertation or research paper) that concisely reports the aims and outcomes of research so that readers | 9.2. An abstract:
-defines the purpose of research;
-identifies problems;
-states objectives;
-indicates research methods;
-summarizes research results;
-states the main conclusions of | The students will:

Content:
-know the stages of writing an abstract and a summary;
-do reverse outline;
- differentiate types and structure of abstracts and summaries; | AWM 7: to apply in-depth cognitive and practical knowledge to implement appropriate strategies in writing an abstract, a summary, a scientific article, and MA thesis
AWM 8: to be able to carry out the research and understand the need | AWM 1: to apply specialized conceptual knowledge to differentiate among types of academic writing (essay, peer review, MA dissertation, review article, writing |

			know exactly what the paper is about.

9.3. Types and structure of a summary

9.4. A summary as a clear, objective, accurate account of the most important information and ideas, without copying any text from the original and without missing any of the key points. | research

9.4. A summary:
-gives a reader a clear idea understanding of the original source;
-breaks the text into pieces;
-identifies the key points in the section | Language:

-develop productive skills;

- master the techniques of drafting, revising, editing, and proofreading an abstract;

-write clearly and precisely, avoiding unnecessary filler words and obscure jargon

-practice skills of editing down to the required length. | for enhancing academic writing competence by preparing MA thesis including hypothesis, background study, methods, results, interpretation of findings, and a discussion of possible implications | feedback)

AWM 5: to apply skills of original, research and critical thinking on the basis of the developed academic writing skills through generating ideas, drafting and use of appropriate mechanics |
| 10.Research Proposal | 2 | 7 | 10.1. Structural components of a research proposal:
-introduction;
-background and significance;
-literature review;
-research design and methods;
-preliminary | 10.1.1. Find and analyse examples of different types of research proposals, and define weak and strong arguments.

10.1.2.Write a 1000 words research proposal according to | The students will:
Content
-know the principles of research proposal;

- acquire the skills of writing research proposal;

Language: | AWM 4: to solve complex specialized tasks and practical problems by explaining research methods for data collection and analyses

AWM 9: to be able to integrate knowledge and | AWM 2: to be able to use relevant to specialisation problem-solving skills required for a research design (a plan to answer a research question) and research methods (strategies used to implement the |

			suppositions and implications; -conclusion; -citation	the problem 10.1.3. Peer review the research proposal	-develop productive skills; - improve writing and critical thinking skills by peer reviewing	solve complex problems in multidisciplinary contexts by presenting and reporting on the research paper, research proposal, scientific article, peer review and feedback	plan) AWM 5: to apply skills of original, research and critical thinking on the basis of the developed academic writing skills through generating ideas, drafting and use of appropriate mechanics
Total for Module 3	Topics: 2 In-class work: 4 Self-study work: 14						
Total for the course	**Modules: 3** **Topics: 10** **In-class work: 30** **Self-study work: 60**						

Aim of the Module 1 Academic Writing for Professional Purposes: competences foreseen by the study of the programme
GC 1. Ability to communicate in a second language (English) GC 2. Capacity to generate new ideas in the process of writing texts of different genres GC 3. Ability to search for, process and analyse information from a variety of sources to structure and produce academic texts properly SC 1. Ability to gather data, construct linguistic corpora, manage, maintain and retrieve information from them SC 2. Ability to select appropriate methodologies for different types of linguistic research SC5. Ability to apply tools and methods of linguistic analysis to related fields

Learning objectives of module (course unit)	Teaching/learning methods	Assessment methods
Content: -organize and support ideas in a logical and argumentative way; - possess in-depth skills in the area of structuring various types of academic essays Language - improve writing and critical thinking skills' -enrich the knowledge of grammar and vocabulary of an academic discourse	Interactive lecture Case-study Scaffolded learning Hands-on learning Cooperative learning Self-learning	Essay; Peer-review; Teacher's regular oral / written feedback.
Content: -develop their understanding about writing different types of feedback; - know basic principles to write a feedback; Language - improve their writing and critical skills by writing a feedback	Inquiry-Based Learning Scaffolded learning Hands-on learning Self-learning Social Learning	Self-rating for texts of different genres evaluation; Feedback; Teacher's regular oral / written feedback.
Content - organize and support ideas in a logical and argumentative way; - shape their CV/resume, cover and reference letters according to the templates; -be capable of integrating information for a successful job application; -know the differences of SOP, motivation letter and personal statement; - know the requirements and format of academic letters Language - write clear, well-structured longer, and more complex texts on a variety of subjects; -develop their skills in proofreading; - improve writing and critical thinking skills; -have linguistic, pragmatic, and strategic competence at C1+ /C2 level	Scaffolded learning Hands-on learning Inquiry-Based Learning Personalised learning Self-learning	In-class quiz (CV, Resume and Reference Letter) Write down a SOP; Moodle tests (true-false, multiple choice); Teacher's regular oral / written feedback.

Aim of the Module 2 Principles and Types of Academic Writing: competences foreseen by the study of the programme
GC 4. Ability to work autonomously for conducting research in writing process GC 5. Ability to evaluate and maintain the quality of different genres texts produced GC 6. Skills in the use of information and communications technologies to follow academic integrity rules SC 3.Ability to examine and reflect on the relationship between language and social context SC 4. Understanding the nature of linguistic theories, hypotheses and explanations SC6. Understanding the nature of linguistic theories, hypotheses and explanation

Learning objectives of module (course unit)	Teaching/learning methods	Assessment methods
<u>Content</u> know the principles of academic integrity; broaden their awareness of academic plagiarism; distinguish intentional and accidental types of plagiarism; <u>Language</u> - improve speaking and fact presentation skills; -develop productive skills	Hands-on learning Peer learning Case study Discussion-based learning	PowerPoint Presentation; Reer-self review; Teacher's regular oral / written feedback.
<u>Content</u> know how to change a text so that it is different from the source, while retaining the meaning; know techniques of paraphrasing; know the ways of including sources to avoid plagiarism: citation and writing a list of references; get acquainted with reference styles (The MLA, the APA style, the Harvard system, the Vancouver system) <u>Language</u> enrich students' vocabulary and find alternative vocabulary; improve their writing and critical thinking skills by peer reviewing	Inquiry-Based Learning Experiential learning Self-learning Personalised learning	Self-review; In class analyses of the text: error correction; -Moodle/Google tests (rules of paraphrasing, plagiarism checking); Teacher's regular oral/written feedback.

Content		
Content know what a paragraph is and its structural elements (topic, supporting, concluding sentences); - know what signal words and structures are used for a specific text structure Language be able to write topic, supporting, concluding sentences; be able to write a paragraph	Scaffolded learning Hands-on learning Inquiry-Based Learning Personalised learning Self-learning	Peer-review of the written paragraph; Teacher's regular oral/written feedback
Content - know how to apply cohesion and coherence techniques within a paragraph; - know what transition signals are and be able to use them in writing Language: - master writing paragraphs, preserving their cohesion and coherence; - cooperate with the colleagues, with the representatives of other cultures and religions, and with supporters of different political parties and views	Brainstorming Problem-based learning Personalised learning Group work	In class written samples of the paragraph and texts; Write down a paragraph to a scientific article; Peer and self-review; Teacher's regular oral/written feedback

Content
    -learn the basic forms and strategies for successful writing an academic essay;
    -explore and compare essays in their variety and complexity;
    - design and structure argumentative, narrative and reporting essays.
    Language:
    -adhere to language conventions to present a written essay in accordance with a particular style;
    -apply appropriate vocabulary and grammar to create narrratives, reports and arguments;
    - use sophisticated tools to persuade, inform, and move readers
	Inquiry-Based Learning
	Problem-based learning
	Cooperative learning
	Self-learning
		In-class quiz (differentiate among the types of academic essays);
		Write down a reporting essay –a news article /report on the given topic;
		Teacher's regular oral / written feedback

Aim of the Module 3 Guidelines for Abstract and Research Proposal: competences foreseen by the study of the programme		
GC 1. Ability to communicate in a second language (English) GC 2. Ability to work autonomously for conducting research in writing process GC 6. Skills in the use of information and communications technologies to follow academic integrity rules SC 1. Ability to gather data, construct linguistic corpora, manage, maintain and retrieve information from them SC 2. Ability to select appropriate methodologies for different types of linguistic research SC 5. Ability to apply tools and methods of linguistic analysis to related fields		
Learning objectives of module (course unit)	**Teaching/learning methods**	**Assessment methods**
Content: -know the stages of writing an abstract and a summary; -do reverse outline; - differentiate types and structure of abstracts and summaries; Language: -develop productive skills; - master the techniques of drafting, revising, editing, and proofreading an abstract; -write clearly and precisely, avoiding unnecessary filler words and obscure jargon -practice skills of editing down to the required length.	Inquiry-Based Learning Problem-based learning Cooperative learning Self-learning	Write down an abstract overviewing your entire scientific paper; Self -review; Teacher's regular oral / written feedback
Content -know the principles of research proposal; - acquire the skills of writing research proposal; Language: -develop productive skills; - improve writing and critical thinking skills by peer reviewing	Problem-based learning Personalised learning Self-learning Cooperative learning	Analyses of the different types if research proposal; Write a 1000 words research proposal and its summary according to the problem Teacher's regular oral / written feedback.

Assessment and feedback approaches		
Teacher-based assessment		
Type of work, activity, task	**Max points**	**Extra information**
The student's participation in: - class and/or online discussions; - case study analyses, projects, presentations, etc.	Total: 15 (1*15)	1 point maximum is given for each topic out of 15 lessons in the course programme Feedback is given regularly during the classes. *Regular attendance is very important and will be included in determination of the course grade*
Test (2)	Total: 20 (2*10)	2 during the course A test online consists of 10 questions with the four variants of the answer. Questions represent theoretical and practical issues introduced within the course. Explanation for every question is embedded in the test automatic feedback.
Essay	10	Relevance to the topic, correct introduction, logically connected paragraphs, conclusion, original ideas and correct grammar.
Presentation (PPT)	5	Clarity and coherence of the content, effective use of data and images, consistency and completion of the presentation, lack of grammatical and spelling errors, design of the slides.
Feedback	5	Feedback provides honest and clear formative information to improve a written text. It appeals to the target audience with clear algorithm, objectivity, relevance to the purpose of a written text avoiding ambiguous terms.
SOP	10	Original ideas and a personal story that shows the applicant's strength, achievements, source of inspiration, knowledge of the issue, clear goals and their

Type of work, activity, task	Max points	Extra information
		fulfillment.
Paragraph	5	The paragraph has a unity, order and coherence with the whole content, topic and concluding sentence, clarity of the ideas, correct sentence structure and spelling
Abstract	10	The objectives are stated explicitly and relevant for the issue, appropriateness of methods clarity of the presentation, interpretation and conclusion of results is evident, overall clarity of abstract is clear.
Research Proposal	10	The RP addresses a topic declared, clearly outlines the goals of the project, offers a clearly stated rationale for the study, methodology of the investigation is feasible and clearly describes the results of the project.
Peer assessment		
Type of work, activity, task	**Max points**	**Extra information**
Peer-review	10	Peer review comments should be appropriate, constructive and clear, point out the strengths and the weaknesses of a written text, follow the feedback form and be respectful and considerate of the writer's feelings.
Summative Assessment. Course final assessment		
Type of work, activity, task	**Max points**	**Extra information**
Types of Essays: Scientific article/ SOP/ Research	10	For summative assessment of the course one of the proposed types of essays – Scientific article, SOP and Research proposal, is to be chosen

proposal		
Total	**100 points**	

Criteria / Points	Assessment Criteria for Presentation (PPT) – (5 points)			
	Descriptors			
	5 **Excellent**	**4** **Good**	**3** **Satisfactory**	**2** **Unsatisfactory**
Content (accuracy and volume of information, student's subject knowledge)	The content fully meets the objectives of the task	The presentation is coherent and covers the main tasks, but the conclusions are not clearly defined	The content of the presentation does not fully cover the task, though it is relevant to the main goal	The project is not coherent, the goals and conclusions are missing
Language (language use, grammar forms, range of vocabulary)	The presentation is well delivered (clear, accurate and well-organized speech) with a wide range of advanced grammatical constructions and advanced vocabulary	Students use a wide range of advanced grammatical constructions, vocabulary is advanced with some minor grammatical, pronunciation mistakes	Students use simple grammatical constructions and vocabulary, making minor mistakes	Students use simple grammatical constructions and vocabulary, making major mistakes

Structure (coherence and logics of the presentations and visuals, audio used)	Logical and coherent presentation of the topic: information has a logical structure, flows from one section to another, and can be easily followed and understood. Successful use of charts, audio, video and visual effects	The information is logically structured, successfully used charts, audio, video and visual effects with minor timing mistakes	The information is structured, charts, audio, video and visual effects are used, but not logically	The information is not well-structured, charts, audio, video and visual effects are not used
Research (how much information students found independently and how well it links to the topic, how the resources are presented in terms of academic integrity principles)	Profound research relevant to the topic with up-to-date resources used, it is presented adhering to the principles of academic integrity	Research relevant to the topic, though some contemporary resources are missing with minor mistakes in their presentation	Basic research relevant to the topic with minor mistakes in their presentation	Elementary research based on a limited number of resources with major mistakes in their presentation
	*1 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			

Criteria / Points	Assessment Criteria for Essay – (10 points)			
	Descriptors			
	10-8 **Excellent**	7-6 **Good**	5-3 **Satisfactory**	2 **Unsatisfactory**
Content (accuracy and volume of information, student's subject knowledge)	Relevance to the topic. Substantial, specific and illustrative content demonstrating strong development and sophisticated ideas	Sufficiently developed content with adequate elaboration or explanation	Limited content with inadequate elaboration or explanation	Superficial or limited content
Language (language use, grammar forms, range of vocabulary)	Use precise language, varied sentence beginnings, and varied sentence patterns to express ideas. Precise, illustrative use of variety of words. Evident control of grammar, mechanics and spelling	Generic use of variety of words. Sufficient control of grammar, mechanics and spelling	Limited use of variety of words. Limited control of grammar, mechanics and spelling	Minimal use of variety of words. Minimal control of grammar, mechanics and spelling
Structure (coherence and logics of the presentations and visuals, audio used)	Correct introduction, logically connected paragraphs, conclusion, original ideas. Sophisticated arrangement of content with evident and subtle transition	Paragraphs are logically connected with functional arrangement of content that sustains a logical order with some evidence of transition	The paragraphs are structured but not logically with confused or inconsistent arrangement of content with attempts at transition	Minimal control of content arrangement and sentence structure

Research (how much information students found independently and how well it links to the topic, how the resources are presented in terms of academic integrity principles)	Profound research relevant to the topic with up-to-date resources adhering to the principles of academic integrity.	Research relevant to the topic, though some contemporary resources are missing with minor mistakes	Basic research relevant to the topic with minor mistakes	Elementary research based on a limited number of resources with major mistakes
	*1 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			

Criteria / Points	Assessment Criteria for Feedback – (5 points) Descriptors			
	5 Excellent	4 Good	3 Satisfactory	2 Unsatisfactory
Content (accuracy and volume of information, student's subject knowledge)	Feedback presents in - depth analyses of the content, all key aspects identified, related and rigorously evaluated	Feedback presents modest abstraction beyond fact analyses omitting some potential aspects	Feedback presents abstraction beyond fact analyses, complex concepts are not adequately conveyed	The content of the feedback has technical expression sound, complex concepts are not revealed

Language (language use, grammar forms, range of vocabulary)	Employs words with fluency, develops concise standard English sentences with a wide range of advanced grammatical constructions and vocabulary	Words form are correct, with the use of a wide range of advanced grammatical constructions and vocabulary with some minor errors	Word forms and sentence structure are adequate to convey basic meaning with errors in grammar and spelling	Employs words that are unclear with serious errors in grammar and vocabulary
Structure (coherence and logics of the argumentative presentations of the ideas)	Ideas are logically connected in the coherent structure with rigorous argumentation	Ideas are logically structured with some errors in coherence	Ideas are structured not logically enough with some errors coherence	Ideas are not logically structured with lack of progression
Clarity (the style and lucidity of the utterance)	Academic style is exceptional. Clear organization and supporting. Exceptional and critical reflection on the information	Academic style is very good. Good insight and critical reflection on the information	Academic style is mostly achieved. Insight and critical reflection on the information	Academic style is not achieved. Limited insight with absence of critical reflection on the information
	*1 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			

Criteria / Points	Assessment Criteria for SOP – (10 points)			
	Descriptors			
	10-8 Excellent	7-6 Good	5-3 Satisfactory	2 Unsatisfactory
Content (accuracy and volume of information, student's subject knowledge)	Original ideas and a personal story that shows the applicant's strength, achievements, source of inspiration and profound knowledge of the issue, clear goals and their fulfillment	Original ideas show the applicant's strength, achievements and good knowledge of the issue, with the goals for their fulfillment	Presented ideas are not clear and do not fully justify applicant's strength and achievements with lack knowledge of the issue	Presented ideas are not clear and do not justify applicant's strength and achievements with poor knowledge of the issue
Language (language use, grammar forms, range of vocabulary)	Error free, idiomatically correct language that advances student's purpose of writing	Generally error free language that advances student's purpose of writing	The language has some grammatical and spelling errors and the purpose of writing is not fully and clearly explained according to the issue	The language has grammatical and spelling errors and the purpose of writing is not explained in a proper way according to the issue
Structure (coherence and logics of the information presented)	Structure is logical and coherent that effectively enhances the development of the ideas.	The information is logically structured, paragraphs generally support the development of ideas with some errors	The information is structured, the ordering of the paragraphs is somewhat logical with a number of errors	The information is not well-structured, lacking the organization and ordering of paragraphs with rough errors

Research	Profound research relevant to the topic with up-to-date resources used, presented adhering to the principles of academic integrity.	Research relevant to the topic, though some contemporary resources are missing with minor mistakes in their presentation.	Basic research relevant to the topic with minor mistakes in their presentation.	Elementary research based on a limited number of resources with major mistakes in their presentation.
(how much information students found independently and how well it links to the topic, how the resources are presented in terms of academic integrity principles)				
	*1 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			

Criteria / Points	Assessment Criteria for Paragraph – (5 points)			
	Descriptors			
	5 Excellent	4 Good	3 Satisfactory	2 Unsatisfactory
Content (accuracy and volume of information, student's subject knowledge)	The content fully meets the objectives of the task and is connected with the previous and the next paragraphs	The content meets the objectives of the task and is connected with the previous and the next paragraphs	The content of the paragraph does not fully cover the task and has poor connection with the previous and the next paragraphs	The paragraph does not form unity with the whole text (previous and next paragraphs)

Language (language use, grammar forms, range of vocabulary)	Students use advance grammatical constructions and vocabulary. No errors in spelling, punctuation, capitalization and grammar structure.	Students use advance grammatical constructions and vocabulary. Some errors in spelling, punctuation, capitalization and grammar structure	A number of errors in spelling, punctuation, capitalization and grammar structure Students use simple grammatical constructions and vocabulary	Students use simple grammatical constructions and vocabulary, making major errors
Structure (coherence and logics of the information presented)	The paragraph has a unity, order and coherence with the whole content, topic and concluding sentence, clarity of the ideas, correct sentence structure and spelling	The paragraph has a unity, order and coherence with the whole content, topic and concluding sentence, clarity of the ideas with some errors in style	The information is structured but not logically connected to whole extent with a number of errors in style	The information is not well-structured with no evidence of the text unity and with errors in style
Research (how much information students found independently and how well it links to the topic, how the resources are presented in terms of academic integrity principles)	Profound research relevant to the topic with up-to-date resources used, presented adhering to the principles of academic integrity	Research relevant to the topic, though some contemporary resources are missing with minor mistakes in their presentation	Basic research relevant to the topic with minor mistakes in their presentation	Elementary research based on a limited number of resources with major mistakes in their presentation
	*1 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			

Criteria / Points	Assessment Criteria for Abstract – (10 points)			
	Descriptors			
	10-8 Excellent	7-6 Good	5-3 Satisfactory	2 Unsatisfactory
Content (accuracy and volume of information, student's subject knowledge)	The objectives are stated explicitly and relevant for the issue, appropriateness of methods clarity of the presentation, interpretation and conclusion of results is evident	The objectives are stated explicitly and relevant for the issue, appropriateness of methods clarity of the presentation, interpretation and conclusion of results is rather evident	The content of the abstract does not fully cover the objectives presentation, interpretation and conclusion of results is rather general	The abstract is not coherent, presentation, interpretation and conclusion of results is not evident
Language (language use, grammar forms, range of vocabulary)	Students use advance grammatical constructions and vocabulary. No errors in spelling, punctuation, capitalization and grammar structure.	Students use advance grammatical constructions and vocabulary. Some errors in spelling, punctuation, capitalization and grammar structure	A number of errors in spelling, punctuation, capitalization and grammar structure Students use simple grammatical constructions and vocabulary	Students use simple grammatical constructions and vocabulary, making major errors
Clarity (coherence and logics of the information presentation, structure)	Abstract is well written, purpose, relevance and methods is clear with no errors	Abstract is well written, purpose, relevance and methods is clear with some errors	Abstract is mostly well written, living minimal lack of clarity	Abstract is poorly written leaving the questions about the purpose, relevance and methods of the research

Summary of results (how much information students found independently and how well it links to the topic, how the resources are presented in terms of academic integrity principles)	Profound research relevant to the topic with up-to-date resources used, presented adhering to the principles of academic integrity.	Research relevant to the topic, though some contemporary resources are missing with minor mistakes in their presentation.	Basic research relevant to the topic with minor mistakes in their presentation.	Elementary research based on a limited number of resources with major mistakes in their presentation.
	*1 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			

Criteria / Points	Assessment Criteria for Research Proposal – (10 points)			
	Descriptors			
	10-8 Excellent	**7-6 Good**	**5-3 Satisfactory**	**2 Unsatisfactory**
Content (accuracy and volume of information, student's subject knowledge)	The RP addresses a topic declared, clearly outlines the goals of the project, offers a clearly stated rationale for the study, methodology of the investigation is feasible and clearly describes the results of the project	The RP addresses a topic declared, outlines the goals of the project, offers a stated rationale for the study, methodology of the investigation is rather general and describes the results of the project	The RP does not clearly address and outline the declared topic and goals of the project, the expected results are not clearly described	The RP does not address and outline the declared topic and goals of the project, the expected results are not described

Language (language use, grammar forms, range of vocabulary)	RP is well written with relevant terms, advanced vocabulary, grammar structures and correct spelling	RP is well written with relevant terms, grammar structures with some spelling errors	RP is mostly well written but with simple vocabulary and errors in spelling and grammar structures	RP is poorly written with errors in grammar structures, spelling and vocabulary
Structure (coherence and logics of the information)	The purpose, questions, and design are mutually supportive and coherent. Appropriate and important limitations and assumptions have been clearly stated	The research design has been identified and described in sufficiently detailed terms. Some limitations and assumptions have been identified	The research design is confusing or incomplete given the research questions. Important limitations and assumptions have not been identified	The research design is erroneous for the hypothesis states or has not been identified and or described using standard terminology. Limitations and assumptions are omitted
Research (how much information students found independently and how well it links to the topic, how the resources are presented in terms of academic integrity principles)	Articulates clear, reasonable, and succinct research questions, and questions are fresh, interesting and significant	Research questions are stated clearly and are connected to the research topic	Elements are poorly formed, ambiguous, or not logically connected to the description of the problem, purpose or research methods	Research question(s), definitions, assumptions and limitations were omitted or inappropriate given the context, purpose or methods of the study
	*1 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			

Criteria / Points	Assessment Criteria for Peer Review – (10 points)			
	Descriptors			
	10-8 Excellent	7-6 Good	5-3 Satisfactory	2 Unsatisfactory
Content (accuracy and volume of information, student's subject knowledge)	Outlines both general and specific areas that need improvement and provides suggestions, thorough constructive critique includes a balance of positive and negative comments	Outlines both general and specific areas that need improvement and provides suggestions	Presents general analyses of the areas that need improvement	Does not present any analyses of the areas that need improvement
Language (language use, grammar forms, range of vocabulary)	The text contains vocabulary, terms and phrases, the placement of words is accurate and natural with no obvious errors and correct remarks	The text contains vocabulary, terms and phrases, the placement of words is rather accurate and natural with some errors in spelling and correct remarks	Students use simple grammatical constructions and vocabulary, making minor mistakes	Students use simple grammatical constructions and vocabulary, making obvious mistakes
Structure (coherence and logics of the information presentation)	The introduction is inviting, presents an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong	The introduction states the main topic and provides an overview of the reviewed work. A conclusion is included	The introduction does not fully state the main topic. A conclusion is attempted	There is no clear introduction, structure and conclusion

Clarity (the style and lucidity of the utterance)	Academic style is exceptional. Clear organization and supporting. Exceptional and critical reflection on the information	Academic style is very good. Good insight and critical reflection on the information	Academic style is mostly achieved. Insight and critical reflection on the information	Academic style is not achieved. Limited insight with absence of critical reflection on the information
	*1 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			

Summative Assessment Rubrics

Grade / Performance Criteria	Exceeds Expectations	Meets Expectations		Below Expectations		Does not Meet Expectations	
	10-8 A	7 B	6 C	5 D	3 E	2 F	1 FX
Content	Accomplished purpose of assignment directly and completely in an exceptional manner. All major topics thoroughly supported by specific, accurate, relevant data.	Accomplished assignment in a capable manner. Major topics covered but supporting detail somewhat lacking in specificity, accuracy, or reference.	Accomplished assignment in a sufficient manner. Most of major topics covered but supporting detail often lacking in specificity, accuracy, or reference.	Accomplished purpose of assignment only partially or indirectly. Little or no supporting data or data presented was not relevant, specific, or accurate.	Accomplished purpose of assignment only partially or indirectly. Little or no supporting data or data presented was not relevant, specific, or accurate.	The purpose of the assignment is not accomplished. No supporting data.	Not enough or nothing to evaluate
Organization	Exceptionally clear sense of unity and order, logical transitions, highly	Adequate sense of unity and order, most transitions effective, clear	Sufficient sense of unity and order, most transitions effective, clear	Lacked sense of unity and order, ineffective/lack of transitions,	Lacked sense of unity and order, ineffective/lack of transitions,	No sense of unity and order, no transitions, no opening and	

	effective opening and closing	opening and closing.	opening and closing.	ineffective opening and closing.	ineffective opening and closing.	closing.
Clarity and Conciseness	Used smooth, clear, readable prose in a superior way throughout, no wordiness, consistently effective word choice.	Used smooth, clear, readable prose throughout the paper, occasional wordiness, generally appropriate word choice.	Used smooth, clear, readable prose throughout most of the paper, occasional wordiness, generally appropriate word choice.	Lacked smooth. clear. readable prose, contains wordiness, generally ineffective word choice.	Lacked smooth. clear. readable prose, contains wordiness, generally ineffective word choice.	Lacked clarity; ineffective word choice
Grammar, Vocabulary, Spelling andPunctuation	No more than two errors throughout in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms. .	Not more than four errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms but did not affect overall clarity.	Not more than six errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms but did not affect overall clarity.	Not more than eight errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms that made the paper unclear or difficult to read.	Not more than ten errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms that made the paper unclear or difficult to read.	More than ten distracting errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms.

Assessment scale		
Mark on the scale of the higher education institution		
90 – 100	**A**	**passed**
80 – 89	**B**	
70 – 79	**C**	
60 – 69	**D**	
50 – 59	**E**	
0-49	**F**	**failed**

Equipment, digital tools, and educational technologies for the course
Smart board and books procured during MultiEd project, Internet, educational technologies, smartphones. **Books to be procured in this project:** **1.** Kenneth Eckert. Writing Academic Papers in English: Graduate and Postgraduate Level. Kindle Edition. (e-book). 2017 (($29.99)   2. Andrian Wallwork. English for Writing Research Papers (English for Academic Research). 2nd Edition. Springer. Kindle Edition. (e-book). 2016 ($29.99)

Books and resources recommended for this course	
Compulsory reading	1. Bailey, S. Academic Writing. A Handbook for International Students. 3d ed. Routledge. 2011. https://www.kau.edu.sa/files/0013287/subjects/academic-writing-handbook-international-students-3rd-ed%20(2).pdf 2. Hamp-Lyons, L., Heasley, B. Study Writing. A course in writing skills for academic purposes. Cambridge University Press. 2006. 3. Horkoff, T. Writing for Success 1st Canadian Edition. BCcampus. 2015. (retrieved from https://opentextbc.ca/writingforsuccess/) 4. Gillett, A., Hammond. A. & Martala, M. Successful Academic Writing. Pearson Education Limited. 2009. 5. Pears R., Shields G. Cite them Right: the Essential Referencing Guide. 2008. https://www.academia.edu/32765892/Cite_Them_Right_The_Essential_Referencing_Guide
Extra materials (incl. internet sources)	1. Academic Writing. 2013 (retrieved from https://www.uts.edu.au/sites/default/files/2021-02/UTS%20Library%20Academic%20Writing%20Guide_3.pdf 2. Skills for Effective Writing. Cambridge University Press. 2013. 3. A Practical Guide to Academic Writing for International Students. A Routledge Freebook. (retrieved from www.routledge.com/rsc/downloads/A_Practical_Guide_to_Academic_Writing_for_International_Students-A_Routledge_FreeBook-_FINAL_VERSION_.pdf) 4. Jordan, R.R. Academic Writing Course.3rd ed. Pearson Education Limited. 2003. 5. Pecorari, D. Academic Writing and Plagiarism. A Linguistic Analysis. Continuum International Publishing Group. 2008.
Course quality monitoring	
1. Syllabus feedback from internal and external peer-reviewers 2. Feedback from students who attend the course 3. Students' performance in the course	