

Авторы-составители:

ст. преподаватель Акбуюков Мурат
ст. преподаватель Осмонова Кенжебу

УМК по дисциплине «Академическое письмо» по специальности 531100 Лингвистика «Теория и практика межкультурной коммуникации» соответствует представленной рабочей программой дисциплины, требованиям ГОС ВПО.

Содержание УМК

1. Извлечение из ГОС ВПО специальности	3
2. Цель и задача курса Место курса в системе соответствующих областей знания	3
3. Требования к уровню освоения содержания курса Объем дисциплины и виды учебной работы	4-5
4. План распределения часов	5
5. Календарно-тематическое планирования	6-9
6. Содержание дисциплины	9-40
7. Образовательные технологии	40
8. Темы самостоятельных работ	41-45
9. Литература Материально- техническое обеспечение дисциплины	46
10. Методические рекомендации по организации изучения дисциплины	47
11. Форма оценочных средств	48-53

РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ

«Академическое письмо»

531100 «Теория и практика межкультурной коммуникации»

Кафедра межкультурной коммуникации и лингвистики

Курс: I Семестр: II

Практические занятия: **30 час.**

Самостоятельная работа: **30 час.**

Всего: **60 час.**

Экзамен: **II семестр**

Рабочая программа обсуждена на заседании кафедры

от «__» _____ 2020_ г., протокол № _____

Заведующий кафедры _____ к.ф.н. доцент Сатыбалдиева Г.А.
(подпись) (ф.и.о.)

Составители: _____ старший преп. Акбуюков М.М.
(подпись) (ф.и.о.)

_____ старший преп. Осмонова К.И..
(подпись) (ф.и.о.)

Рецензент _____ д.ф.н. профессор Дарбанов Б.Е.
(подпись) (ф.и.о.)

Организационно - методический раздел

Извлечение из ГОС ВПО специальности (направления подготовки)

Программа по курсу «**Академическое письмо**» составлена в соответствии с Государственным образовательным стандартом для подготовки лингвистов по специальности 531100 «Теория и практика межкультурной коммуникации» и предназначена для студентов, изучающих английский язык в качестве основной специальности.

В программу входит организационно-методический раздел (цель курса, задачи курса; требования к уровню освоения содержания курса с учетом требований ГОС ВПО); содержание курса (календарно-тематический план; темы и краткое содержание курса; самостоятельная работа; критерии оценки экзамена; учебно-методическое обеспечение курса (основная литература; дополнительная литература); фонд оценочных средств.

1. Цели и задачи дисциплины

Основной целью курса «Академическое письмо (иностраннный язык)» является актуализация и развитие знаний в области письменного английского языка. Изучение курса направлено на развитие и совершенствование компетенций в области письменной научной коммуникации, обеспечивающих высокий уровень подготовки магистров, необходимый для эффективного общения в академической среде.

Задачи дисциплины:

- ознакомить слушателей с базовыми требованиями к письму на английском языке;
- сформировать навыки письменной научной коммуникации;
- сформировать умение выражать идеи в письменном виде и аргументировать их;
- научить приемам структурирования академических работ;
- подготовить к написанию эссе, статей и аннотаций;
- сформировать умение свободно и аргументированно излагать мысли по научной проблеме, используя соответствующую лексику на иностранном языке;
- развивать навыки редактирования текста.

2. Место дисциплины в структуре ООП

Данная учебная дисциплина включена в раздел общенаучного цикла дисциплин и относится к базовой части. Осваивается на первом курсе (2 семестр).

Программа рассчитана на студентов, изучавших иностранный язык в рамках получения квалификации (степени) «Бакалавр». Навыки, полученные в рамках данной, дисциплины будут использованы студентами:

1. для вхождения в иноязычное образовательное пространство;
2. для работ с оригинальными первоисточниками;
3. для написания аннотаций к научным статьям на иностранном языке;
4. для написания академических текстов, их структурирования, цитирования и оформления ссылок.

Программа отражает современные тенденции и требования к обучению студентов практическому владению иностранным языком в профессиональной сфере. Данный курс призван помочь студентам критически анализировать научные публикации и письменно излагать результаты собственных исследований в соответствии с принятыми нормами. В программе сформулированы конкретные цели обучения, представлена структура курса и промежуточные задачи, а также указываются тематика и характер языкового материала, виды контроля, рекомендуемые для различных видов речевой деятельности на разных этапах учебного процесса.

3. Компетенции обучающегося, формируемые в результате освоения дисциплины

В результате овладения программой магистры должны:

Знать:

- грамматические явления, необходимые для чтения, перевода и редактирования;
- сложные синтаксические конструкции научной и деловой речи;
- технологию структурирования академического текста;
- особенности научного стиля письменных и устных текстов;
- лексику, представляющую нейтральный научный стиль, а также структуру делового письма;
- различные способы выдвижения гипотез и построения доказательств.

Уметь:

- свободно читать оригинальную литературу соответствующей отрасли знаний на иностранном языке;
- работать с библиографией;
- оформлять извлеченную из иностранных источников информацию в виде перевода, реферата, аннотации;
- сопоставлять содержание разных источников информации по проблеме научного исследования, подвергать критической оценке мнение авторов;
- правильно организовать собственные идеи, ясно и убедительно обосновывать, и выражать их.

Владеть:

- языком специальности (профессиональный понятийно-терминологический аппарат) в объеме не менее 4000-4500 единиц. Из них 3000-3300 единиц – нейтральная и научная лексика по широкому и узкому профилю, 1200 единиц общей лексики для развития устной речи;
- всеми видами чтения оригинальной литературы по специальности различных стилей и жанров;
- стилем письменного общения, связанного с научной работой магистранта;
- культурой мышления, способностью к обобщению и анализу информации;
- навыками анализа собственного научного текста.

Демонстрировать способность и готовность:

- к извлечению и воспроизведению основной информации на иностранном языке;
- использовать справочную литературу на иностранном языке;
- к саморазвитию, повышению своей иноязычной компетенции;
- устанавливать профессиональные контакты с носителями языка, обмениваться информацией на иностранном языке.

В результате освоения дисциплины формируются компетенции:

Общекультурные (ОК):

ОК-3 – готовность к саморазвитию, самореализации, использованию творческого потенциала.

ОК-10 - владеет одним из иностранных языков на уровне, позволяющем получать и оценивать информацию в области профессиональной деятельности из зарубежных источников;

Общепрофессиональные (ОПК):

ОПК-1 - готовность к коммуникации в устной и письменной формах на иностранном языке для решения задач профессиональной деятельности.

ОПК-5 – владеть одним из иностранных языков на уровне профессионального общения

Профессиональные (ПК):

ПК-1 - способность обобщать и критически оценивать результаты, полученные отечественными и зарубежными исследователями, выявлять перспективные направления, составлять программу исследований;

ПК-2 - способность обосновывать актуальность, теоретическую и практическую значимость избранной темы научного исследования;

ПК-4 - способность представлять результаты проведенного исследования научному сообществу в виде статьи или доклада.

Объем дисциплины и виды учебной работы:

Продолжительность курса – II семестр

Метод преподавания – практические занятия

Общая трудоемкость дисциплины – 60 часов

Практические занятия – **30 часов**

II семестр – 30 часов

Самостоятельная работа – **30 часов**

II семестр – 30 часов

Краткое содержание дисциплины

№	Общая трудоемкость	Часы	Семестр
	Всего:	60	II
1	Аудиторные	60	II
2	Лекционные		
3	Практические	30	II
4	Лабораторные		
5	Самос. работа студентов	30	II

План распределения часов

№	Наименование раздела	Количес тво	Аудитор ные	Лекцион ные	Неделя	Практич еские	Неделя	СРС	Неделя
1	What is Academic Writing? The academic writing process.	16	16			8	4	8	4
2	Planning your writing. Types of academic	16	16			8	4	8	4

	writing								
3	Critical thinking. Report writing.	16	16			8	4	8	4
4	Presentations. Essay writing.	12	12			6	3	6	3
	Всего:	60	60			30		30	

Календарно-тематическое планирование

#	Раздел	Наименование темы занятия	Кол час.	Рекомендуемая литература (обязательная и дополнительная)	Форма контроля
Модуль I					
1	Unit1	What is Academic Writing?	4	<p>1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.</p> <p>2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.</p> <p>3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.</p> <p>4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.</p> <p>5. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.</p>	Выполнение задач, подготовка к занятиям, самостоятельное изучение тем.
2		The academic writing process	4	<p>1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.</p> <p>2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.</p> <p>3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.</p> <p>4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.</p>	Выполнение задач, подготовка к занятиям, самостоятельное изучение тем.

				5. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.	
3	Unit 2	Planning your writing	4	<p>1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.</p> <p>2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.</p> <p>3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.</p> <p>4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.</p> <p>5. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.</p>	Выполнение задач, подготовка к занятиям, самостоятельное изучение тем.
4		Types of academic writing	4	<p>1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.</p> <p>2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.</p> <p>3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.</p> <p>4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.</p> <p>5. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.</p>	Выполнение задач, подготовка к занятиям, самостоятельное изучение тем.
5	Unit 3	Critical thinking	4	<p>1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.</p> <p>2. Giba, J. Preparing and delivering scientific presentations: A complete</p>	Выполнение задач, подготовка к занятиям, самостоятельное изучение тем.

				<p>guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.</p> <p>3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.</p> <p>4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.</p> <p>5. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.</p>	
6		Report writing	4	<p>1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.</p> <p>2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.</p> <p>3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.</p> <p>4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.</p> <p>5. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.</p>	Выполнение задач, подготовка к занятиям, самостоятельное изучение тем.
7	Unit 4	Presentations	4	<p>1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.</p> <p>2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.</p> <p>3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.</p> <p>4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.</p> <p>5. McCormack J, Slaght J. English for Academic Study: Extended Writing and</p>	Выполнение задач, подготовка к занятиям, самостоятельное изучение тем.

				Research Skills. Garnet Education. 2009. 154p.	
8		Essay writing	2	<p>1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.</p> <p>2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.</p> <p>3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.</p> <p>4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.</p> <p>5. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.</p>	Выполнение задач, подготовка к занятиям, самостоятельное изучение тем.
		Total:	30		

Содержание дисциплины

Тема 1 What is Academic writing?

Academic writing is clear, concise, focused, structured and backed up by evidence. Its purpose is to aid the reader’s understanding. It has a formal tone and style, but it is not complex and does not require the use of long sentences and complicated vocabulary. Each subject discipline will have certain writing conventions, vocabulary and types of discourse that you will become familiar with over the course of your degree. However, there are some general characteristics of academic writing that are relevant across all disciplines.

Characteristics of academic writing

Academic writing is:

- **Planned and focused:** answers the question and demonstrates an understanding of the subject.
- **Structured:** is coherent, written in a logical order, and brings together related points and material.
- **Evidenced:** demonstrates knowledge of the subject area, supports opinions and arguments with evidence, and is referenced accurately.
- **Formal in tone and style:** uses appropriate language and tenses, and is clear, concise and balanced.

The first step to writing academically is to clearly define the purpose of the writing and the audience. Most formal academic writing at university is set by, and written for, an academic tutor or assessor, and there should be clear criteria against which they will mark your work. You will need to spend some time interpreting your question and deciding how to tackle your assignment.

If you are writing for yourself – for example making notes to record or make sense of something – then you can set your own criteria such as clarity, brevity, and relevance.

Once you have a clear idea of what is required for your assignment, you can start planning your research and gathering evidence. Once you have a plan for your writing, you can use this plan

to create the structure of your writing. Structured writing has a beginning, middle and an end, and uses focused paragraphs to develop the argument.

Create the overall structure

Some academic writing, such as lab or business reports, will have a fairly rigid structure, with headings and content for each section. In other formats, writing usually follows the same overall structure: introduction, main body and conclusion. The introduction outlines the main direction the writing will take, and gives any necessary background information and context. In the main body each point is presented, explored and developed. These points must be set out in a logical order, to make it easier for the reader to follow and understand.

The conclusion brings together the main points, and will highlight the key message or argument you want the reader to take away. It may also identify any gaps or weaknesses in the arguments or ideas presented, and recommend further research or investigation where appropriate.

Arrange your points in a logical order

When you start writing you should have a clear idea of what you want to say. Create a list of your main points and think about what the reader needs to know and in what order they will need to know it. To select the main points you want to include, ask yourself whether each point you have considered really contributes to answering the question. Is the point relevant to your overall argument?

Select appropriate evidence that you will use to support each main point. Think carefully about which evidence to use, you must evaluate that information as not everything you find will be of high quality. Grouping your points may help you create a logical order. These groups will broadly fit into an overall pattern, such as for and against, thematic, chronological or by different schools of thought or approach. You can then put these groups into a sequence that the reader can follow and use to make sense of the topic or argument. It may be helpful to talk through your argument with someone.

It may be helpful to arrange ideas initially in the form of a mind-map, which allows you to develop key points with supporting information branching off.

Mind View software (available on most university computers) allows you to create an essay structure where you can add in pictures, files and attachments - perfect for organizing evidence to support your point.

Write in structured paragraphs

Use paragraphs to build and structure your argument, and separate each of your points into a different paragraph. Make your point clear in the first or second sentence of the paragraph to help the reader to follow the line of reasoning. The rest of the paragraph should explain the point in greater detail, and provide relevant evidence and examples where necessary or useful. Your interpretation of this evidence will help to substantiate your thinking and can lend weight to your argument. At the end of the paragraph you should show how the point you have made is significant to the overall argument or link to the next paragraph.

Use signalling words when writing

Using signalling words will help the reader to understand the structure of your work and where you might be taking your argument.

Use signalling words to:

- add more information e.g. furthermore, moreover, additionally
- compare two similar points e.g. similarly, in comparison
- show contrasting viewpoints e.g. however, in contrast, yet
- show effect or conclusion eg therefore, consequently, as a result
- emphasise ,e.g. significantly, particularly

- reflect sequence e.g. first, second, finally.

Words like these help make the structure of your writing more effective and can clarify the flow and logic of your argument.

Here are some examples in practice:

“Using a laboratory method was beneficial as a causal relationship could be established between cognitive load and generating attributes. **However**, this method creates an artificial setting which reduces the study's ecological validity.”

In this example the use of the word however at the beginning of the second sentence indicates that a contrasting point of view is about to be made. It also suggests that the writer may have more sympathy with the second opinion.

“**Firstly**, the concepts and person centred care will be defined... Next, communication will be discussed... **Finally**, the relationship between loss and communication will be examined.”

In this example the writer has used signaling words to demonstrate the sequence of their argument by using Firstly, next, finally making the structure of the essay very clear.

Most writing will require several drafts and revisions in order to improve the clarity and structure. It is rare that a writer will make the very best decisions in the first draft.

Academic writing must be supported by evidence such as data, facts, quotations, arguments, statistics, research, and theories.

This evidence will:

- add substance to your own ideas
- allow the reader to see what has informed your thinking and how your ideas fit in with, and differ from, others' in your field
- demonstrate your understanding of the general concepts and theories on the topic
- show you have researched widely, and know about specialist/niche areas of interest.

There are several methods that you can use to incorporate other people's work into your own written work. These are:

- paraphrasing
- summarising
- synthesising
- quoting.

You are likely to use a combination of these throughout your writing, depending on the purpose that you are trying to achieve. The main characteristics of the different methods you can use to incorporate others' work into your own writing are shown in our comparison table. Be aware that your writing should not just be a patchwork of other people's ideas made up of quotes, paraphrases and summaries of other people's work. You need to show how the information you found has helped you to develop your own arguments, ideas and opinions.

Organising your evidence can be an overwhelming task - especially when you need to manage many different sources. As well as End Note, you may find online tools such as Citavi and Zotero particularly helpful to save data sources, highlight key quotes, and cite them in your work.

How to paraphrase others' work

Paraphrasing is using your own words to express someone else's ideas. When paraphrasing, make sure that you:

- identify a relevant theme or point, depending on your purpose
- write the point in your own words
- focus on the meaning of an idea or argument
- include a reference to the original author.

Common pitfalls include:

- describing an author's idea/argument but not explaining the significance to your own argument, or the point that you are trying to make

- using too many of the original author's words, this includes using the same structure
- not distinguishing between the author's point and your own viewpoint
- providing too much detail.

How to summarise others' work

Summarising is providing a condensed version of someone else's key points. When summarising other people's work, make sure that you:

- identify the relevant points of the idea or argument, depending on your purpose.
- write a shortened version, in your own words, to show your understanding.
- include an in-text citation and reference to the original author.

Common pitfalls include:

- describing an author's idea/argument but not explaining the significance to your own argument or point you are trying to make.
- providing too much detail such as examples, anecdotes, unnecessary background information rather than being selective and applying the information to the question you are trying to answer.

How to synthesise others' work

Synthesising involves combining different information and ideas to develop your own argument. **When synthesising others' work, make sure that you:**

- Group sources into relevant categories, for example, authors with similar viewpoints or research that reveals the same results.
- Write about these in your own words. Do not discuss each author separately; you must identify the overall points you want to make.
- Include references to all the original authors.

Common pitfalls include:

- Not distinguishing clearly which viewpoint/s belong to which author/s.
- Listing authors separately or one by one, thus not grouping relevant authors or points together.
- Giving too much detail about different perspectives rather than being selective of the key features relevant to your line of argument.
- Describing the idea/argument but not explaining the significance to your own argument or point you are trying to make.

How to quote from others' work

Quoting is where you copy an author's text word for word, place quotation marks around the words and add a citation at the end of the quote. **When quoting others' work, make sure that you:**

- copy the quote exactly from the original, as the author has written it, taking care to include quotation marks
- show where you have made any changes to the text
- include an in-text citation and reference to the original author.

Common pitfalls include:

- Using too many quotes throughout your work
- Incorporating a quote without explaining the significance to your own argument or point you are trying to make.

Academic writing is concise, clear, formal and active. It does not need to be complex or use long sentences and obscure vocabulary.

Be concise

In formal academic writing it is important to be concise. This helps your reader to understand the points you are making.

Here are some tips to help you:

- Only include one main idea per sentence.

- Keep your sentences to a reasonable length (generally not more than 25 words). Long sentences can be difficult to follow and this may distract from your point.
- Avoid repetition.
- Avoid using redundant words. For example:
- Use “because” instead of “due to the fact that”.
- Use “alternatives” instead of “alternative choices”.
- Use “fundamentals” and not “basic fundamentals”.
- Use “concisely” instead of “in as few words as possible”.

Reading your work aloud may help you to identify any repetition or redundant words.

Use formal language

In academic writing you are expected to use formal language. Avoid using colloquialisms or slang terms such as 'sort of' or 'basically'. Instead you could use 'somewhat' or 'fundamentally'.

Write words out in full rather than shortening them. For example, instead of writing “don't” or “isn't” you would be expected to write “do not” or “is not”. The use of clichés is not appropriate in academic writing. These are phrases such as “at the end of the day” or “in the nick of time.” Instead of this you might write finally or at the critical moment.

Use a blend of active and passive verbs

Most verbs can be used in either an active or passive form. It is usually appropriate to use a mixture of passive and active forms within academic writing. Always check with your department to see what form of writing would be most appropriate for your subject area.

The **active voice places** the subject of the sentence in charge of the action.

For example: “The research assistant designed the survey.” Here the research assistant (the subject) designed (the verb) the survey (the object).

It is usually more direct and easier to read than the passive voice.

However, sometimes you may want to emphasise what is happening rather than who is doing it. To do this you can use the passive voice.

The **passive voice** places the subject at the end, or may leave it out completely.

For example: “The survey was designed by the research assistant.” Here the survey (the object) was designed (the verb) by the research assistant (the subject).

The passive voice is more formal than the active voice. It is often used in academic writing as it is seen as more impersonal and therefore more objective. However, it is not always easy to read and it may add unnecessary words.

Hedges

When writing, be careful of using words such as "definitely" or "proves". Ask yourself whether your statement is a fact or whether there may be some doubt either now or in the future.

Some useful hedging words and phrases to use in your work are:

- “This suggests...”
- “It is possible that...”
- “A possible explanation...”
- “Usually...”
- “Sometimes...”
- “Somewhat...”

Read the following two sentences:

1. “Research proves that drinking a large volume of fizzy drinks containing sugar leads to the development of type II diabetes.”
2. “Research suggests that high consumption of fizzy drinks containing sugar may contribute to the development of type II diabetes.”

In sentence 1, the statement is presented as proven fact: that a high volume of sugary fizzy drinks will definitely lead to type II diabetes. This leaves no room for doubt or criticism or the fact that some people may drink large volumes of fizzy drinks and never develop type II diabetes.

In sentence 2, the writer has used 'hedging language' – 'suggests' and 'may contribute' – to show that while there is evidence to link sugary drinks and type II diabetes, this may not be true for every person and may be proven to be incorrect in the future.

Boosters

You might want to express a measure of certainty or conviction in your writing and this is when 'booster' language can help.

Some useful booster words and phrases to use in your work are:

- “Clearly” (only use if you are certain it is clear)
- “There is a strong correlation...”
- “Results indicate...”

Take the same sentence as used in the previous section:

1. “Research suggests that high consumption of fizzy drinks containing sugar may contribute to the development of type II diabetes.”
2. “Research indicates a clear link between the high consumption of a large volume of fizzy drinks containing sugar and the development of type II diabetes.”

In sentence 1, the writer has used the hedging language 'suggested' and 'may contribute', to show that while there is evidence to link sugary drinks and type II diabetes this may not be true for every person and may be proven to be incorrect in the future.

In sentence 2, the writer still uses language to allow for doubt and argument but it is clear that this writer is more convinced by the research.

It is important to use the correct tense and voice in your written work. You will probably need to use different tenses throughout depending upon the context.

Only use first person voice in reflective writing

Academic arguments are not usually presented in the first person (using I), but use more objective language, logic and reasoning to persuade (rather than emotional or personal perspectives). This may not apply, however, if you are asked to write a reflective report based on your own thoughts and experiences.

Use past tense to speak about your method

If you are writing about an experiment you carried out or a method you used then use the past tense. For example: "Our experiment showed wide variations in results where the variable was altered even slightly."

Use present tense to conclude or discuss established knowledge

If you are writing about established knowledge then use the present tense. For example: "Diabetes is a condition where the amount of glucose in the blood is too high because the body cannot use it properly."

When you are reporting on the findings or research of others then you should use the present tense. For example, you might write: "Smith's research from 2012 finds that regular exercise may contribute to good cardiovascular health."

When you are writing about your conclusions or what you have found then use the present tense. For example: "In this case there is not a large difference between the two diameter values (from Feret's diameter and calculated equation), which again is probably due to the fact that the average circularity ratio is on the high end of the scale, 0.88, and therefore infers near circular pores."

If you are writing about figures that you have presented in a table or chart then use the present tense. For example: "These figures show that the number of birds visiting the hide increase every year in May..."

The most important voice to get across in your writing is your own; it is how you can show the reader (usually your tutor) what you are thinking, what your views are and how you have

engaged critically with the topic being discussed. You can do this by building an effective and persuasive argument for your reader.

Make an argument

Your argument is how you express your viewpoint and answer the question you have been set, using evidence. Your argument can help you plan the structure of your work and guide you to find the evidence you need to support it. Make sure that your argument runs throughout your writing and that everything you include is relevant to it. Try to sum up your argument in a few words before you start writing and keep checking that it remains the focus as you research and write your work.

Structure your argument

Guide your reader through your argument in a logical way. Think about what questions your reader might have. If you can answer these questions through your argument, it will seem more convincing. Present both sides of the debate, along with your thoughts, linking together the different elements. You can then work towards a conclusion by weighing the evidence and showing how certain ideas are accepted and others are rejected. Your conclusion should make clear where you stand.

Develop your argument

Develop your argument by considering the evidence and drawing your own conclusion. If you are considering a range of opinions, try to group them together under different headings. Look at the strengths and weaknesses of the different sets of evidence and present these clearly and in a critical way. This will help to show you understand what you have read. Take the evidence into account in developing your own argument and make clear what your viewpoint is. Perhaps your argument has strengths and weaknesses as well – it is fine to acknowledge these.

Include your own voice in your writing

Your voice will emerge through your discussion, interpretation, and evaluation of the sources.

Here are some ways you can establish your voice in your writing:

1. Make your unattributed (not referenced) assertion at the start of paragraphs followed by evidence, findings, arguments from your sources.

Example:

“To date there is no well-established tool to measure divided attention in children. Current methods used to assess divided attention usually involve a variation of the CPT with an additional task included e.g. counting or listening to auditory stimuli (Salthouse, 2003).”

2. Explicitly tell your reader what the connections are between sources.

Example:

“Smith (2009), however takes a different approach...”

3. Explicitly tell your reader what the connections are between those sources and your main assertion.

Example:

“Netzer's argument challenges the term 'renaissance', as it displays repeatedly the use of classical imagery during the medieval period, therefore illustrating that canonising a chronological period can be disadvantageous as characteristics of the term.”

4. Use language to show your strong agreement/disagreement/cautious agreement with sources.

Example:

“Smith's (2009) findings show a clear...A serious weakness with this argument is...The research suggests...”

5. Include “so what” summary sentences (evaluative sentences) at the end of paragraphs.

Example:

“This shows that it is detrimental to strictly categorise chronological periods with artistic genres, as many art historians suggest different movements were taking place in separate geographical locations at the same time.”

Using different verbs in your writing will show your understanding of the sources, for example:

- “Stevenson (2015) explains that...”
- “Stevenson (2015) argues...”
- “Stevenson (2015) describes how...”

You can also use verbs to show your agreement or disagreement with other author's arguments. For example:

- “Stevenson (2015) correctly identifies...”
- “Stevenson (2015) fails to consider...”
- “Stevenson (2015) reveals...”

Literature:

1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.
2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.
3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.
4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.
5. McCormack J, Slight J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.

Tema 2 The Academic Writing Process

The academic writing process is more about gaining knowledge than it is about writing. The writing part, of the academic writing process, is only used to demonstrate the knowledge which you have gained. As long as you're able to do the research and understand the topic which you're writing about you'll do well. You still need to be able to produce high quality written work, but the substance needs to be there first. Because after all, well written rubbish is still rubbish, but poor writing can be improved to fully show your knowledge.

After you've received your assignment the academic writing process can be split into four parts:

- **Research** – understanding and finding information about the topic you'll be writing about.
- **Planning** – sorting all the information you found in the research phase, into an outline for writing.
- **Writing** – producing the written work.
- **Finalizing** – checking your writing for mistakes in grammar, spelling and style, more commonly described as proofreading your work.

As explained above you should be able to do the first three parts if you work hard and understand your chosen area of study. For the last part of the academic writing process I offer advice and help in the proofreading part of this website, including articles and checklists for you to print and use.

You've received the title or topic for your piece of coursework, the first thing you must do is understand it. Make sure you're clear about precisely what the topic is and what it is asking for. If you need to look up any words you're uncertain about, do so – it's better to check now, if you've any doubts, before you start the academic writing process than later. I've seen far too many students fail a written task because they didn't write about the correct topic. If you think the lecturer has asked the wrong question, tough, you've to answer the question given to you.

If you think you can write a much better essay on a slightly different topic, and you believe that you'll get marks anyway – you won't.

Write about the topic you've been given and nothing else!

Research

OK, now we can start the research phase. No matter what you're writing about you need to be factually accurate and precise. This means going to the library and doing research as the first part of the academic writing process. You can use the internet for some research but using actual books and journals will be much better. If your institution has a subscription to the electronic copy of the book or journal, fine you can use them like that, but if not, go to the library – do some research. This means reading something, taking notes, writing down the information about the book or journal (author(s) or editor(s) names, date, title, pages and publisher as a minimum). You'll need all that information to cite your source in your text and add the reference to the reference section at the end of your paper, see the referencing section for more information. You'll need to read many different books and papers before you're in a position to start planning your paper.

When taking notes about each one you read you should rewrite it in your own words by either paraphrasing or summarizing. If you do use the exact same wording you'll need to quote it. If you don't quote, paraphrase or summarize correctly you could be accused of plagiarism, which is a very serious offence. If you're not sure where to start your research for the academic writing process, enter the main keyword or phrase from the title of your assignment into a search engine (Google, Yahoo, etc.) to get some general and basic material. This should only be used to help you understand the basics of the topic. You'll need to search either the library's search feature, for its catalogue, or a citation index (Web of Science, Scopus, etc.) to find the detailed information which will form the substance of your paper. It's better to read too much than not enough, so plan plenty of time for this part.

When reading an essay or lab report, a lecturer can tell which students know and understand what they're writing about and those who've just done the basic amount of work. You can come back and do more research later in the process, for clarification of certain points, but if you can keep it to a minimum, it'd be good. Once you've all the information you need, you're ready to start planning your writing.

Planning

Everything in life, which is built well, is based on a strong foundation. Your writing, as part of the academic writing process, is no different. There are two parts to your foundation for excellent writing. The first is the research and the second is the planning. Now that you've all the information and knowledge gained in the research phase go back and look at your topic again. How are you going to turn that knowledge into some writing worth of top marks? – By planning.

The first part of the planning can be quite disorganized. You just need to think of all the facts that you wish to include in your writing. There are several ways in which you can do this. You should choose the one that suits you the best.

- **Brainstorming** – In brainstorming you write down each and every idea, just as they come to you. Then sort and refine the list after all your ideas are safely on paper, where they can't be forgotten. This'll be quite messy at the start until you sort them more, but it's best if you've so many ideas you've to get them out of your head and on to some paper.
- **Clustering** – This is similar to brainstorming in some ways, but also different. Again you just write all your thoughts down as that come to you, but you also sort them at the same time. Whenever you think of a main idea write it in some clean space on the paper and link all the related ideas to it with lines to form a cluster map.
- **Making lists** – This is a more organized version of a cluster map. Here you start with all the main ideas first and then list all the related points under each main heading. This way when you're writing you won't forget anything which should go in each section.

- **Asking questions** – In this form of planning you think of the questions which could form the basis of your written work; one or more question for each part. You'll then answer the questions as you write.

Once you've got your list of all the information, which you'll include in your written work, you need to form the outline. This is where you decide how you'll answer the question in your topic or the title that you have been given. While you should never go off topic in your academic writing it's quite often necessary to narrow your focus to be able to provide the level of detail needed in the space or time you've to complete each assignment. You'll need to make a plan, quite possibly paragraph by paragraph, of what you'd like to include in your essay. Here you'll take the related points from the ideas you wrote down, previously, and form your argument. This is an important part of the academic writing process as it means you won't waste time writing something which isn't well thought out. The points in each paragraph should be related and grouped around one main point. When writing, each paragraph should contain one main point only and the related supporting minor points.

The paragraphs in your essay should follow on from each other to build your overall argument. In each paragraph you should cite the material you read in the research phase and which you paraphrased or summarized to write that paragraph.

In each piece you write there should be:

- An introductory paragraph explaining the overall topic and a little background.
- Several paragraphs in the main body of the text, each one about one main point. They should be ordered logically so that each paragraph follows on from the previous one.
- A concluding paragraph, at the end, where you summarize everything you have said in the piece of writing.
- A reference section where you list all the references you cited in the text.

Writing

The writing phase, of the academic writing process, is a multi-part process. You'll write a draft, edit it and rewrite it, before editing and rewriting again. To begin with, write a rough draft from your notes and plan, made in the planning section. Even at this early stage include all the citations you'll need and add the references to the reference list. If you don't do this, when revising your work you might move a part that needs citing, forget about it and be accused of plagiarism.

At this stage, just write your composition. Don't worry too much about the style or flow of the language used. You need to get a completed first draft written to make sure that it's of a suitable length and contains the right amount of detail.

Throughout the writing process focus more on the content than the language. The language will be improved in the post-writing part. Get the substance (information) correct first and the dressing (language) can be sorted later.

So write a draft, read it, rewrite it to improve it. You should be concerned with:

- The order of the information.
- Are there enough supporting points for each main point?
- Is each main point separate and unique (make sure you aren't just repeating something you've already said)?
- Is everything related to the topic or title?
- Do the main points support your conclusion?

If you took your time to do the research and planning phases properly the writing phase should be **fairly straight forward**.

Once you're happy with the content and flow of the information you can move onto the finalizing stage where we'll improve the language you used to present the contents.

Finalizing

In this stage of the academic writing process you'll edit and proofread the language used. If you need more help with the language, go to the writing help section, where there are plenty of articles about the rules of the English language. While in the proofreading section there are checklists to make sure you've checked for all the common grammar and spelling mistakes.

Firstly you should edit your text to make sure that the style, voice and language used are consistent across the document and suitable for your audience. The style should be formal. Don't use contractions (e.g. don't for do not, you've for you have). The voice should again be formal, but you've some more leeway here. The voice is the way that you speak to your reader. If appropriate this could be slightly less formal, but if in doubt keep it formal. The language you use should be appropriate for your audience. In academic writing it's assumed your audience will be knowledgeable about at least the basics of the topic area. So keep your writing quite advanced as far as the content is concerned. Then you should check for mistakes in spelling and/or grammar by proofreading. If possible leave some time after finishing writing before proofreading; then read through once for each type of mistake you're trying to find, work without distractions and remain focused.

Conclusion

Once you've finished all these stages of the academic writing process you should've produced the best piece of academic writing that you can. If you start to follow these good practices, related to the academic writing process, from your first year at university they'll put you in a good position in your later years when the work will count more towards your final degree classification. If you'd like further advice about writing either essay, lab reports or thesis/dissertations please go to the relevant sections. If you'd like me to help you with your proofreading you can go to my free trial page and send a sample of your writing to me. This way you'll be able to see the improvements that I could make after you've finished the academic writing process.

Literature:

1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.
2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.
3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.
4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.
5. McCormack J, Slight J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.

Tema 3 Planning your writing

Academic writing is generally quite **formal, objective (impersonal) and technical**. It is formal by avoiding casual or conversational language, such as contractions or informal vocabulary. It is impersonal and objective by avoiding direct reference to people or feelings, and instead emphasising objects, facts and ideas. It is technical by using vocabulary specific to the discipline.

Different disciplines also have different styles and structures of writing. For example, some disciplines, such as in the humanities, expect longer paragraphs, which include topic sentences to show how your argument is structured. Other disciplines, for example in the sciences, expect short paragraphs, with no topic sentences, which are denser in factual information. To be a good academic writer, you will need to learn the specific styles and structures for your discipline, as well as for each individual writing task. Some ways to do this are to:

- ask for more information from your lecturer/supervisor/tutor
- study the writing style of the academic articles in the most prestigious journals in your discipline
- look at the successful writing by other students in your subject area.

Formal language

You can make your writing more formal through the vocabulary that you use. For academic writing:

- choose formal instead of informal vocabulary. For example, ‘somewhat’ is more formal than ‘a bit’, ‘insufficient’ is more formal than ‘not enough’.
- avoid contractions. For example, use ‘did not’ rather than ‘didn’t’.
- avoid emotional language. For example, instead of strong words such as ‘wonderful’ or ‘terrible’, use more moderate words such as ‘helpful’ or ‘problematic’.
- instead of using absolute positives and negatives, such as ‘proof’ or ‘wrong’, use more cautious evaluations, such as ‘strong evidence’ or ‘less convincing’.

Objective language

Although academic writing usually requires you to be objective and impersonal (not mentioning personal feelings), often you may still have to present your opinion. For example you may need to:

- interpret findings
- evaluate a theory
- develop an argument
- critique the work of others.

To express your point of view and still write in an objective style, you can use the following strategies.

- Move information around in the sentence to emphasise things and ideas, instead of people and feelings. For example, instead of writing ‘I believe the model is valid, based on these findings’, write ‘These findings indicate that the model is valid’.
- Avoid evaluative words that are based on non-technical judgements and feelings. For example, use ‘valid’ or ‘did not demonstrate’ instead of ‘amazing’ or ‘disappointment’.
- Avoid intense or emotional evaluative language. For example, instead of writing ‘Parents who smoke are obviously abusing their children’, write ‘Secondhand smoke has some harmful effects on children’s health’.
- Use modality to show caution about your views, or to allow room for others to disagree. For example, instead of writing ‘I think secondhand smoke causes cancer’, write ‘There is evidence to support the possibility that secondhand smoke increases the risk of cancer’.
- Find authoritative sources, such as authors, researchers and theorists in books or articles, who support your point of view, and refer to them in your writing. For example, instead of writing ‘Language is, in my view, clearly something social’, write ‘As Halliday (1973) argues, language is intrinsically social’.

Different disciplines often have quite different expectations about how objective or subjective your writing can be. For example, in some fields it is fine to use first person, such as ‘my view is that...’, while in other fields this is not acceptable. You should look at the convention used in published articles in your discipline area, and check with your lecturer.

Technical language

As well as using formal language, you also need to write technically. This means that you need to develop a large vocabulary for the concepts specific to the discipline or specialisation you’re writing for. To do this, take note of terminology used by your lecturer and tutor, as well as in your readings. Be careful about the meaning of technical terms. Often the same word has a different

meaning in another discipline. For example, 'discourse' is a technical term used in multiple disciplines with different meanings.

Make sure you also understand and use the key categories and relationships in your discipline, that is, the way information and ideas are organised into groups. For example, in the discipline of Law, law is separated into two types: common law and statute law. This will help you structure your writing and make it more technical and analytical.

Planning your writing

There are two main approaches to organising and analysing information for academic writing.

- The planning approach: Spend a lot of time on different types of planning before you begin writing. Only start writing when you know what you will write in each paragraph.
- The drafting approach: Start writing early, while you are still developing your ideas. Write many drafts and gradually re-organise your text until your ideas are clear and your paragraphs are well structured.

Both of these approaches can be successful. However, if your writing needs to be more logical, clear or analytical, focus more on your planning. Creating a good plan is a very positive early step towards writing a good assignment.

Know what's expected

While some types of written work are the same in many disciplines, such as essays, there are also some kinds that only belong to a particular discipline. Sometimes even in the same discipline area, different lecturers will have different expectations about a particular type of assignment.

It's therefore important you understand exactly what type of assignment you're expected to write. For example, it could be an essay, report, case study, reflection or critical review.

You can find out what is expected by looking at key sources of information including:

- written assignment instructions
- grade descriptors, rubrics or marking guides. These list the parts of the assignment, how many marks each part is worth, and/or list the qualities in the assignment that will achieve certain grades.
- advice from your lecturer or tutor
- the unit of study outline
- discussion with other students
- general assignment guidelines prepared by some schools, departments or faculties
- model assignments. Some lecturers, departments or schools keep copies of good assignments done by previous students, as models of the right style and structure

Make a task list

You should identify all the things you need to do to write your paper. This could include:

- a library database search and catalogue search to find relevant journal articles or books
- reading and note-taking
- brainstorming
- analysing data
- planning the structure of your assignment
- drafting
- discussion
- editing and proofreading.

Estimate the time you need for each task and make a realistic plan based on how you work. Some people spend longer reading and analysing before they start writing, while others start writing earlier and write several drafts. Find out ways to manage your time.

Early planning

Initially capture as many ideas as possible, without worrying about structure. For example:

- carefully read and think about the assignment or task, and its purpose
- brainstorm lists of key words and topics, to give direction to your reading and research
- draw mindmaps, diagrams and flowcharts
- discuss your ideas with someone else
- list all the readings you could use
- read the abstracts for the relevant sources and make notes on how each article could be useful
- for a large task like a thesis or dissertation, use Endnote, or similar software, to save your references and notes.

After this initial planning, you can start working out the structure of your assignment.

Structuring written work

Some assignments have a standard format, such as lab reports or case studies, and these will normally be explained in your course materials. For other assignments, you will have to come up with your own structure.

Your structure might be guided by:

- the assignment question. For example, it may list topics or use wording such as ‘compare and contrast’.
- the subject matter itself, which may suggest a structure based on chronology, process or location, for example
- your interpretation of the subject matter. For example, problem/solution, argument/counter-argument or sub-topics in order of importance
- the structure of other texts you’ve read in your discipline. Look at how the information is organised and sequenced. Make sure you modify the structure to suit your purpose to avoid plagiarism.

Essays

Essays are a very common form of academic writing. Like most of the texts you write at university, all essays have the same basic three-part structure: introduction, main body and conclusion. However, the main body can be structured in many different ways.

To write a good essay:

- know if you’re expected to write an analytical, persuasive or critical essay
- clearly structure your main body and paragraphs
- use appropriate referencing
- use academic language.

Reports

Reports generally have the same basic structure as essays, with an introduction, body and conclusion. However, the main body structure can vary widely, as the term ‘report’ is used for many types of texts and purposes in different disciplines.

Find out as much as possible about what type of report is expected.

How to plan your structure

There are many ways to come up with a structure for your work. If you’re not sure how to approach it, try some of the strategies below. During and after reading your sources, take notes and start thinking about ways to structure the ideas and facts into groups. For example:

- look for similarities, differences, patterns, themes or other ways of grouping and dividing the ideas under headings, such as advantages, disadvantages, causes, effects, problems, solutions or types of theory
- use coloured highlighters or symbols to tag themes or categories of information in your readings or notes

- cut and paste notes in a document
 - physically group your readings or notes into piles.
- It's a good idea to brainstorm a few different ways of structuring your assignment once you have a rough idea of the main issues. Do this in outline form before you start writing – it's much easier to re-structure an outline than a half-finished essay. For example:
- draw some tree diagrams, mind-maps or flowcharts showing which ideas, facts and references would be included under each heading
 - discard ideas that don't fit into your overall purpose, and facts or references that are not useful for what you want to discuss
 - if you have a lot of information, such as for a thesis or dissertation, create some tables to show how each theory or reading relates to each heading (this is often called a 'synthesis grid')
 - plan the number of paragraphs you need, the topic heading for each one, and dot points for each piece of information and reference needed
 - try a few different possible structures until you find the one that works best.
- Eventually, you'll have a plan that is detailed enough for you to start writing. You'll know which ideas go into each section and, ideally, each paragraph. You will also know where to find evidence for those ideas in your notes and the sources of that evidence.
- If you're having difficulties with the process of planning the structure of your assignment, consider trying a different strategy for grouping and organising your information.

Making the structure clear

Your writing will be clear and logical to read if it's easy to see the structure and how it fits together. You can achieve this in several ways.

- Use the end of the introduction to show the reader what structure to expect.
- Use headings and sub-headings to clearly mark the sections (if these are acceptable for your discipline and assignment type).
- Use topic sentences at the beginning of each paragraph, to show the reader what the main idea is, and to link back to the introduction and/or headings and sub-headings.
- Show the connections between sentences. The beginning of each sentence should link back to the main idea of the paragraph or a previous sentence.
- Use conjunctions and linking words to show the structure of relationships between ideas. Examples of conjunctions include: however, similarly, in contrast, for this reason, as a result and moreover.

Introductions

Most of the types of texts you write for university need to have an introduction. Its purpose is to clearly tell the reader the topic, purpose and structure of the paper. As a rough guide, an introduction might be between 10 and 20 percent of the length of the whole paper and has three main parts.

- It begins with the most general information, such as background and/or definitions.
- The middle is the core of the introduction, where you show the overall topic, purpose, your point of view, hypotheses and/or research questions (depending on what kind of paper it is).
- It ends with the most specific information, describing the scope and structure of your paper.

If the main body of your paper follows a predictable template, such as the method, results and discussion stages of a report in the sciences, you generally don't need to include a guide to the structure in your introduction. You should write your introduction after you know both your overall point of view (if it is a persuasive paper) and the whole structure of your paper. Alternatively, you should revise the introduction when you have completed the main body.

Paragraphs

Most academic writing is structured into paragraphs. It is helpful to think about each paragraph as a mini essay with a three-part structure:

- topic sentence (also known as introductory sentence)
- body of the paragraph
- concluding sentence.

The topic sentence introduces a general overview of the topic and the purpose of the paragraph. Depending on the length of the paragraph, this may be more than one sentence. The topic sentence answers the question 'What's the paragraph about?'. The body of the paragraph elaborates directly on the topic sentence by giving definitions, classifications, explanations, contrasts, examples and evidence, for example. The final sentence in many, but not all, paragraphs is the concluding sentence. It does not present new information, but often either summarises or comments on the paragraph content. It can also provide a link, by showing how the paragraph links to the topic sentence of the next paragraph. The concluding sentence often answers the question 'So what?', by explaining how this paragraph relates back to the main topic.

You don't have to write all your paragraphs using this structure. For example, there are paragraphs with no topic sentence, or the topic is mentioned near the end of the paragraph. However, this is a clear and common structure that makes it easy for the reader to follow.

Conclusions

The conclusion is closely related to the introduction and is often described as its 'mirror image'. This means that if the introduction begins with general information and ends with specific information, the conclusion moves in the opposite direction.

The conclusion usually:

- begins by briefly summarising the main scope or structure of the paper
- confirms the topic that was given in the introduction. This may take the form of the aims of the paper, a thesis statement (point of view) or a research question/hypothesis and its answer/outcome.
- ends with a more general statement about how this topic relates to its context. This may take the form of an evaluation of the importance of the topic, implications for future research or a recommendation about theory or practice.

Literature:

1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.
2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.
3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.
4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.
5. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.

Tema 4 Types of academic writing

There are **four major types of academic writing**:

1. Descriptive;
2. Analytical;
3. Persuasive;
4. Critical.

Each type has a particular style of language you are to use, as well as a specific purpose to fulfill. Depending on the type of academic writing, there are different ordering and composing rules that must be followed to prepare a sound paper. However, when dealing with some assignments,

you may even combine different academic writing styles to get more organized conclusions or impress your audience better. All in all, even if these styles might seem difficult to distinguish, with our instructions you will be able to sort everything out easily.

In this article, we offer you to:

- Recall what the different types of academic writing are;
- Define the main features for each particular type;
- Know more about the strategies for preparing a good paper of a certain kind.

Let's look at the **major characteristics of the writing types** in detail.

Descriptive Writing - Use Vivid Images

When dealing with a descriptive type of writing, your primary aim is obvious - you are to be ready for describing. As an object, you can choose a phenomenon, event, place, emotions, results of the work done, etc. You should **provide the reader with plenty of sensory images**, which can immerse them in the atmosphere of your paper or help to paint a better picture using their imagination. There are two purposes of descriptive writing:

1. Diversify usual writing (like an essay) by filling it with various adjectives, colorful images, and expressive literary means to make it more exciting to read.

For example:

Non-descriptive:	A storm cloud hangs over our city.
Descriptive:	A massive storm cloud was coming closer to our small city as a tsunami that would leave only ruins standing.

2. Provide a detailed description of your work process or its results (like a research paper) to show your competence in a chosen subject.

For example (psychology research paper):

As a result of the psychodiagnostic examination conducted by using the Buss-Durkey method, the data on the expression of aggression in 8 forms as well as aggression index (the arithmetic mean of the physical, indirect, and verbal aggression rates) was obtained. These data are given in Table 1 (Appendix 1). In the first column of Table 1, the conditional number of the subjects is provided. For convenience, in both groups, the first seven numbers are girls. In the remaining columns of Table 1, numerical rates are given in scores reflecting the severity of the 8 forms of aggression expressed by the participants.

Speaking about what descriptive writing is, you can see that, depending on the assignment, it may imply both a more formal and precise or a more picturesque and artistic approach to the paper preparation.

Analytical Writing - Organize the Facts

The analytical type is more focused on the analysis and organizing the information. If you want to write an excellent analytical paper, you are to devote plenty of your time to organize all the materials you are to use to make your work more well-structured. Among the methods that you can apply in your analytical writing, there are:

1. Analyzing;
2. Examining;
3. Comparing and contrasting;
4. Relating.

Here are some tips on how to approach your assignment more analytically:

- Plan, plan, and plan. Create an outline for your paper and think about how to group all the facts logically.
- Don't make up a clear thesis statement - you are only to analyze the facts.
- Use charts, diagrams, and tables. It will help your audience perceive and process the information better.
- If you group your ideas, you should name them. For example, "Pros and Cons."
- Make sure that each of the analytical paragraphs is related to only one aspect.

Don't mix everything up.

We have also prepared an example for you to understand better what analytical writing is.

Primary information is needed in cases where the analysis of secondary sources does not provide the necessary data. To assess the overall significance of primary data, one must consider its advantages and disadvantages.

Pros

- Is gathered according to precise goals;
- The methodology for data collection is well-known and controlled by the company;
- It often belongs to the company and is not available to competitors;
- No controversial and non-relevant data;
- Reliability degree can be determined;
- Can be the only way to obtain the necessary information.

Cons

- Data-gathering may be time-consuming;
- Extra expenditures can be required;
- Some types of information can be challenging to obtain;
- A company can be limited in methods available;
- The company may be unable to collect primary data.

Your primary aim while working on analytical writing is to show how certain facts, views, or aspects are interconnected. Therefore, you should pay attention to the material - they must be reliable and contain relevant information that can be a solid background for your writing.

Persuasive Writing - Stand Your Ground

Persuasive type of academic writing is quite close to the analytical one but has one crucial difference. Here, presenting your viewpoint is a must. Persuasive writing makes you convince the audience that your certain idea or position on a particular issue is the right one. You collect various materials from trustworthy sources and consider which facts can support your thoughts in the best way. One of the most significant challenges is not to build your persuading based on your prejudices. Simple "because I think so" won't be enough here, and you should approach the evidence gathering appropriately:

- Read previous research on your topic and study different views on it.
- Look through your paper's organization. How are the paragraphs structured? How is the evidence built?

Then, think about what methods of persuasion in different writings are the most powerful.

And, while working on the persuasive writing itself, follow the rules below:

- Explain why your idea is reasonable and worth being noticed.
- Try to predict the reader's possible doubts and think about how to avoid or dispel them.
- Study your main ideas from different aspects and indicate its weak points, if any.
- If it is possible, divide your viewpoints into sections to make the whole writing more understandable.

If the "what is persuasive writing" question is still not entirely clear to you - take a look at our example.

Nicotine is a drug - it causes addiction to tobacco and is one of the most dangerous plant poisons. According to the World Health Organization (WHO) reports, for a human, a lethal dose of nicotine is 50 to 100 mg, or 2 to 3 drops, which is exactly the dose that goes into the blood after smoking 20 to 25 cigarettes. The smoker does not die from such a dose because it enters the body gradually - about 20,000 cigarettes over 30 years, absorbing approximately 800g of nicotine, and each of its particles harms the smoker's health irreparably.

That is a good example since precise figures give the reader a feel of formality and reliability, and the WHO as a source of information makes people doubt the data less. Here are the 3 tips you should keep in mind if you want to be persuasive in your writing:

1. State your own reasonable viewpoint.
2. Pick only reliable and trustworthy supporting evidence.
3. Present your arguments logically and clearly.

Stick to these three points and rest assured that persuasive writing won't be much of a challenge for you.

Critical Writing - Analyze Different Ideas

The critical type of writing has much in common with a persuasive one except for one thing - you are to consider other viewpoints. When you deal with critical writing, you are not limited by only your ideas. You can and should look at things through the prism of other aspects and people, for example, a researcher who has studied your subject matter. You can go through different suggestions, doubts or thoughts in detail and present your interpretation. At the same time, you should back your viewpoint with enough evidence as well, and remember about the structure of your writing. Here, you will be faced with:

- Debate
- Evaluation
- Disagreement
- Critique

If you know what critical writing is and can do it well, you probably have excellent skills in preparing papers since that is one of the main requirements for this particular type. However, even if you aren't confident enough in your writing skills, you may use our short tips:

- All the body paragraphs of your paper should be well-summarized. Identify the key questions, methods, and assumptions.
- Formulate a clear viewpoint concerning the subject. You can analyze its advantages or come up with more effective approaches to problem-solving, etc.
- Prepare a list of reliable facts that could support your own thoughts well.

Here is a good example of critical writing (paper on Ardi):

The point is that this conclusion was made mainly on the basis of the creature's skeleton structure. The researchers did not take into account the phenomenon of convergence: organisms with body parts that have a similar structure are not necessarily congruent genetically, as the structure is often determined by the environment specificity. A good example of convergence is the wings of a butterfly, bird, and a bat. Speaking about Ardi's, there is a belief that researchers might have made a mistake in their interpretations, and *Ardipithecus* is not an ancestor of *Homo sapiens* at all.

How often you encounter a particular type of academic writing depends on your specialty and the chosen courses. However, we hope that with our detailed instructions and recommendations, it will be easier for you to determine the type of paper and prepare your assignments easily. Our professionals are always ready to help you with any types of writing and prepare original papers. Order your assignments from us and rest assured that the writing style requirements will be entirely met.

Literature:

1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.
2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.
3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.
4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.
5. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.

Tema 5 Critical thinking

The word "critical" can mean different things in different contexts. For example, it can refer to the importance of something, or can also mean pointing out the negative aspects of something, ie to criticise something. However, critical thinking at university does not mean looking only for the most important aspects of a topic or just criticising ideas. It is also about not accepting what you read or hear at face value, but always questioning the information, ideas and arguments you find in your studies.

Critical thinking is a key skill that should be applied to all aspects of your studies. As a university student, you need to be able to think critically about the resources and information you use in your work. You need to ask the right questions when reading the work of others; your writing needs to show you have the ability to weigh up different arguments and perspectives and use evidence to help you form your own opinions, arguments, theories and ideas. Critical thinking is about questioning and learning with an open mind.

Critical thinking should help you to:

- interpret evidence, data, arguments, etc. and be able to identify the significance to your assignment question
- develop well-reasoned arguments of your own for your assignments
- use and draw on evidence to justify your arguments and ideas
- synthesise your thoughts and the thoughts of differing authors/researchers/theorists.

Critical thinking is an important life skill, and an essential part of university studies. Central to critical thinking is asking meaningful questions. This three-stage model, adapted from Learn Higher, will help you generate questions to understand, analyse, and evaluate something, such as an information source.

Description

Starting with the description stage, you ask questions such as: What? Where? Why? and Who? These help you establish the background and context.

For example, if you are reading a journal article, you might ask questions such as:

- Who wrote this?
- What is it about?
- When was it written?
- What is the aim of the article?

If you are thinking through a problem, you might ask:

- What is this problem about?
- Who does it involve or affect?
- When and where is this happening?

These types of questions lead to descriptive answers. Although the ability to describe something is important, to really develop your understanding and critically engage, we need to move beyond these types of questions. This moves you into the analysis stage.

Analysis

Here you will ask questions such as: How? Why? and What if? These help you to examine methods and processes, reasons and causes, and the alternative options. For example, if you are reading a journal article, you might ask:

- How was the research conducted?
- Why are these theories discussed?
- What are the alternative methods and theories?

If you are thinking through a problem, you might ask:

- What are the contributing factors to the problem?
- How might one factor impact another?
- What if one factor is removed or altered?

Asking these questions helps you to break something into parts and consider the relationship between each part, and each part to the whole. This process will help you develop more analytical answers and deeper thinking.

Evaluation

Finally, you come to the evaluation stage, where you will ask 'so what?' and 'what next?' questions to make judgments and consider the relevance; implications; significance and value of something.

You may ask questions such as:

- What do I think about this?
- How is this relevant to my assignment?
- How does this compare to other research I have read?

Making such judgments will lead you to reasonable conclusions, solutions, or recommendations. The way we think is complex. This model is not intended to be used in a strictly linear way, or as a prescriptive set of instructions. You may move back and forth between different segments. For example, you may ask, 'what is this about?', and then move straight to, 'is this relevant to me?' The model is intended to encourage a critically questioning approach, and can be applied to many learning scenarios at university, such as: interpreting assignment briefs; developing arguments; evaluating sources; analysing data or formulating your own questions to research an answer.

You will select sources and read them in different ways depending on their value to your assignment. For example, you might read to:

- get a general overview of the text by skimming through it
- look for specific information or to understand some core concepts by scanning the text
- examine the text in depth and actively ask questions of the source, in order to understand its relevance and reliability for your own research topic.

The last approach is particularly important for any work you submit for assessment.

You should ask yourself:

- Why am I reading this? Are you reading for a presentation, assignment, pre-reading for a lecture, or for finding ideas?
- What do I want to get out of it? Are you looking for specific facts, a general idea of the content, the author's viewpoint?
- What do I already know?
- How will I know when I have read enough?

Select what and how to read

Usually, you can't read all the texts you find on a topic, or even everything suggested on a long reading list. You need to make choices and be selective.

Opt for quality and not quantity, and choose reliable and current sources. We also recommend that you start with an easy text to give you an overview of the topic.

You could choose one of four main reading strategies. These are:

- **Predicting:** making an educated guess about what the text is about before you start to read.
- **Scanning:** looking through the text very quickly to look for keywords.
- **Skimming:** reading the introduction and the first line of each paragraph to work out what the text is about.
- **Intensive reading:** reading a short section of text slowly and carefully.

When reading and analysing a source closely, use our set of critical thinking questions to help you engage critically.

Spreader is an online tool useful for skim-reading text whilst still gaining an understanding of the context. You can adjust the number of words presented and reading speed of your text, helping you to improve your reading speed.

You will need to make use of high-quality evidence and information. But with so much information out there, how can you decide what to use? Not everything you find, particularly on the web, is appropriate for academic study. You need to be able to think critically and judge what is relevant and appropriate for your purpose.

If we consider the critical thinking model, the description segment in particular helps us to generate the type of questions you may ask when making an initial evaluation of information.

Questions you may ask include:

- What is the source about? How relevant is to your context?
- Who is the author and are they subject experts?
- When was the material published? Is that significant to you? Has the information been superseded?
- What evidence is provided? Are there references that you could follow up to check any claims made?

You can also download our evaluating information checklist. This is just a guide; some of the questions will be more relevant to your context than others.

Critical reading questions

You will need to make use of high-quality evidence and information. But with so much information out there, how can you decide what to use? Not everything you find, particularly on the web, is appropriate for academic study. You need to be able to think critically and judge what is relevant and appropriate for your purpose.

If we consider the critical thinking model, the description segment in particular helps us to generate the type of questions you may ask when making an initial evaluation of information.

Questions you may ask include:

- What is the source about? How relevant is to your context?
- Who is the author and are they subject experts?
- When was the material published? Is that significant to you? Has the information been superseded?
- What evidence is provided? Are there references that you could follow up to check any claims made?

Use our full set of critical thinking questions to help you engage critically. These questions will take you through the description, analysis and evaluation stages as presented in the critical thinking model. The questions will help you to evaluate the relevance and significance of your reading to your research or assignments. You will be prompted to make the decision on how you will use the reading and what the relation is between this reading and the other information you

have read. However, this is not a comprehensive list and you may need to adapt or add your own questions for your subject, different assignments or a particular purpose.

Evaluating the author's argument

When you have found a section of text that is directly relevant to your essay title or research, you need to slow down and read it more intensively. Critical reading is about analysing and evaluating the author's argument, not just looking for information. The author should outline their viewpoint clearly and provide evidence from reliable sources to back this up.

Ask yourself:

- Is the author's argument clear? How is it presented?
- What evidence is provided? How is it used and interpreted?
- Is the argument convincing? How does it reach its conclusion?

Making effective notes

Making meaningful notes as you read can help you to clarify your thinking, organise your ideas and engage critically with the information. Microsoft OneNote can help you organise your notes. You can upload screenshots or scans of your journal article, textbook etc. and annotate them with your own comments. The "highlighter tool" can be particularly useful for noting strengths and weaknesses in an argument.

- Students sometimes receive feedback such as "your essay is too descriptive" or "you need to show more critical analysis". While some description may be necessary – for instance if you are providing background information - most university assignments require you to produce work that is analytical and critical in its approach.
- Your tutors want to know what you think
- Your writing needs to show your interpretation of the evidence and source material, how you have used that information to demonstrate your understanding, and your subsequent position on the topic. Being critical in your writing means engaging in academic debates and research happening in your subject area.
- The sources you select, the way you show how they agree or disagree with other pieces of evidence, and the way you structure your argument will all show your thought process and how you have understood the information you have read.
- Use evidence to strengthen your position
- Always keep your reader in mind and try to anticipate the questions they would ask - refer back to the critical thinking questions to help you with this. You can use evidence to help you strengthen your position, answer readers' questions, and "neutralise" opposing points of view.
- Remember to keep descriptive statements to a minimum - there is no need to provide large amounts of background or historical information.
- Make sure you move from description to analysis and evaluation - give your interpretation of the facts, and explain the significance, consequences and/or implications of the statements you have made.
- See our advice on structuring a paragraph for more information on how to attach analysis and evaluation to each point you make.
- Descriptive vs critical writing examples
- The following examples demonstrate the difference between descriptive writing and critical/analytical writing. They are taken from Cottrell, S. 2003. *The Study Skills Handbook*. 2nd ed. London: Palgrave.
- *State what happened vs identify its significance*
- To write critically you will need to not only describe what happened, but also identify the significance of what happened.
- **Descriptive example**
- "The data shows that the incidence (new cases) of asthma rates in children under 15 years old increased rapidly from 1977, peaking in 1993 and then declining, though rates still remain significantly higher than pre-1976 levels."

- **Critical example**
- "The trend, from 1977 until 1993, of a rapid rise in rates of asthma diagnosis in children under 15 years, suggests that one of the causal factors was particularly prevalent during this time, but has since declined in importance or effect."
- *Explain the theory vs show its relevance*
- Descriptive writing will explain what the theory says. To write critically you need to go further and show why that theory is relevant.
- **Descriptive example**
- "Carl Rogers' theory of a person-centred approach focuses on the freedom of the individual to determine what values should be used to measure successful personal outcomes or benefit, and is particularly relevant for social workers when wanting to take into account the diverse needs of the client group."
- **Critical example**
- "Carl Rogers' theory of a person-centred approach is particularly suitable for social workers wanting to work with a client group with diverse needs because it allows the client to determine what values should be used to measure successful outcomes, rather than those externally determined by, for example, the service, state or dominant culture in society."
- *Note the method used vs indicate its appropriateness*
- Rather than simply noting the method used, which is the descriptive approach, a critical writer will show how appropriate that method was.
- **Descriptive example**
- "In addition to competency-based questions, the candidates were asked to complete an in-tray exercise, which required them to allocate different priority levels to tasks, as an appropriate method to measure their likely performance in the actual job."
- **Critical example**
- "In addition to competency-based questions, candidates were asked to complete an in-tray task prioritisation exercise. This was because it was considered a more effective way to measure likely performance in the actual role as the majority of the job would involve similar tasks, with little interaction with customers and therefore less requirement for highly developed communication skills."
- You can apply our critical thinking model to your own work; use our Judging your own work questions to help you decide if your writing is critical. These questions will take you through the description-analysis-evaluation stages. Take a look at further examples of descriptive writing vs. critical/analytical writing.

Literature:

1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.
2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.
3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.
4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.
5. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.

Tema 6 Report writing

What is a report and how does it differ from writing an essay? Reports are concise and have a formal structure. They are often used to communicate the results or findings of a project.

Essays by contrast are often used to show a tutor what you think about a topic. They are discursive and the structure can be left to the discretion of the writer.

Who and what is the report for?

Before you write a report, you need to be clear about who you are writing the report for and why the report has been commissioned.

Keep the audience in mind as you write your report, think about what they need to know. For example, the report could be for:

- the general public
- academic staff
- senior management
- a customer/client.

Reports are usually assessed on content, structure, layout, language, and referencing. You should consider the focus of your report, for example:

- Are you reporting on an experiment?
- Is the purpose to provide background information?
- Should you be making recommendations for action?

Language of report writing

Reports use clear and concise language, which can differ considerably from essay writing. They are often broken down into sections, which each have their own headings and sub-headings. These sections may include bullet points or numbering as well as more structured sentences. Paragraphs are usually shorter in a report than in an essay. Both essays and reports are examples of academic writing. You are expected to use grammatically correct sentence structure, vocabulary and punctuation. Academic writing is formal so you should avoid using apostrophes and contractions such as "it's" and "couldn't". Instead, use "it is" and "could not".

Structure and organisation

Reports are much more structured than essays. They are divided into sections and sub-sections that are formatted using bullet points or numbering. Report structures do vary among disciplines, but the most common structures include the following:

Title page

The title page needs to be informative and descriptive, concisely stating the topic of the report.

Abstract (or Executive Summary in business reports). The abstract is a brief summary of the context, methods, findings and conclusions of the report. It is intended to give the reader an overview of the report before they continue reading, so it is a good idea to write this section last.

An executive summary should outline the key problem and objectives, and then cover the main findings and key recommendations.

Table of contents

Readers will use this table of contents to identify which sections are most relevant to them. You must make sure your contents page correctly represents the structure of your report.

Introduction

In your introduction you should include information about the background to your research, and what its aims and objectives are. You can also refer to the literature in this section; reporting what is already known about your question/topic, and if there are any gaps. Some reports are also expected to include a section called 'Terms of references', where you identify who asked for the report, what it covers, and what its limitations are.

Methodology

If your report involved research activity, you should state what that was, for example you may have interviewed clients, organised some focus groups, or done a literature review. The methodology section should provide an accurate description of the material and procedures used so that others could replicate the experiment you conducted.

Results/findings

The results/findings section should be an objective summary of your findings, which can use tables, graphs, or figures to describe the most important results and trends. You do not need to attempt to provide reasons for your results (this will happen in the discussion section).

Discussion

In the discussion you are expected to critically evaluate your findings. You may need to re-state what your report was aiming to prove and whether this has been achieved. You should also assess the accuracy and significance of your findings, and show how it fits in the context of previous research.

Conclusion/recommendations

Your conclusion should summarise the outcomes of your report and make suggestions for further research or action to be taken. You may also need to include a list of specific recommendations as a result of your study.

References

The references are a list of any sources you have used in your report. Your report should use the standard referencing style preferred by your school or department e.g. Harvard, Numeric, OSCOLA etc.

Appendices

You should use appendices to expand on points referred to in the main body of the report. If you only have one item it is an appendix, if you have more than one they are called appendices. You can use appendices to provide backup information, usually data or statistics, but it is important that the information contained is directly relevant to the content of the report.

Appendices can be given alphabetical or numerical headings, for example Appendix A, or Appendix 1. The order they appear at the back of your report is determined by the order that they are mentioned in the body of your report. You should refer to your appendices within the text of your report, for example 'see Appendix B for a breakdown of the questionnaire results'. Don't forget to list the appendices in your contents page.

Presentation and layout

Reports are written in several sections and may also include visual data such as figures and tables. The layout and presentation is therefore very important.

Your tutor or your module handbook will state how the report should be presented in terms of font sizes, margins, text alignment etc.

Literature:

1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.
2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.
3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.
4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.
5. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.

Tema 7 Presentations

Successful presentations depend on good preparation. Think about the purpose of your presentation and the audience. If you are presenting as part of an assessment, check your brief, marking criteria and guidance carefully.

Create a planning schedule

It might help to create a planning schedule. Write out a list of all the tasks you need to do and how much time to allocate to each task.

For example, if your presentation is for an assessment you could break down your preparation into the following tasks:

1. Interpret and understand the assessment brief. For more guidance see our Interpreting your assignment activity.
2. Think about who your audience is.
3. Research your topic. Go to our guidance on searching for information.
4. Identify your key message.
5. Plan your content and produce an outline.
6. Write your presentation and prepare your visual aids.
7. Practise your presentation.

Know your audience

Make sure you understand why you are giving this talk, and to whom.

Ask yourself:

- How much does the audience already know? This may change how much background detail you will need to include or whether you use subject-specific terminology.
- Who is your audience? Are they fellow students, academics, school children? This will help you decide the level to pitch it at and the type of content you will include.
- What is the cultural background of the audience? This may alter your use of specific cultural references, idioms or slang terms.
- What will they be interested in? You need to be selective about the key points and information you include.

You might not be able to answer all these questions for everyone who will attend, but you can consider a general impression of their needs and expectations.

Plan your content

Set aside plenty of time to plan what you are going to say. You need to be selective. It is better to discuss fewer points in detail than many points superficially.

You should:

- decide what your key message or argument is
- create an outline of your presentation by identifying the most relevant points that contribute to your overall message or argument
- decide what supporting evidence to include that will help your audience to understand and be persuaded by what you are saying
- consider what visual aids will help to illustrate, illuminate or explain what you are saying such as images, diagrams, statistics or even video clips.

Like many other assignments, a presentation should include:

- an introduction that explains what you are going to talk about. Usually you should present your key message, or argument and an outline of the presentation
- a main body where you discuss the most relevant and interesting points in a logical and coherent order
- a conclusion that gives a brief review of the purpose of your presentation, reiterates the key message and if possible sets your discussion in a wider context
- references to the evidence you have used. This may be verbal or should be on the slides if you are using them

- thanking the audience for listening and an invitation to ask questions.

During your presentation, help your audience follow your thoughts and understand how your ideas link together by giving them verbal cues.

Here are some examples:

- “I will begin by discussing...”
- “We will draw on 2 key theories...”
- “Now I have discussed the methods, I will move on to...”
- “In contrast to my earlier argument...”
- “This is particularly significant because...”
- “In this presentation I aimed to...”

Check the venue

Finally, you should also take time to check the venue. You will need to know what resources are available to you so you can plan what to bring and how long it will take to set up.

If the venue is local, set aside an hour to visit the room. Check the seating arrangements, IT/projection facilities, plug sockets, and whether there are any flip-charts or whiteboards for feedback.

If you are presenting at a distant location, contact someone there to ask questions.

A well-designed presentation will help you to deliver your message clearly. It will ensure your audience gets the most out of your presentation. A poorly designed presentation could distract from your key messages, confuse your audience, and won't showcase your knowledge effectively.

Learn how to use presentation software

Your presentation will probably involve the use of PowerPoint or a similar application such as:

- KeyNote: eye-catching, professional visuals and you can rehearse presentations and present to off-site locations in real time.
- Google slides: great for group presentations and makes slide sharing really easy.
- Prezi: fun, creative, non-linear presentations.

You will need to consider how comfortable you are using it.

Set aside plenty of time to create your presentation especially if you are unfamiliar with the software. If you want your presentation to be visually engaging, insert video or audio clips (check any copyright restrictions).

Make your presentation easy to read

Make sure your audience can read and understand what you show them. Don't make the text too small – the body text should be size 24 and the headings should be larger. Do not put too many words on a slide as your audience will be distracted trying to read it rather than listen to you.

Presenting data

As part of your presentation you may want to present data on your slides. You should:

- consider appropriate layout (line graph, table, bar chart etc)
- use clear titles
- present only the data you are discussing, rather than all the data you have collected
- keep it simple.

Practice makes perfect when it comes to presentations. It will give you a realistic idea of timings and should highlight any issues with the flow of your argument and the structure of your ideas. Practise your presentation by yourself, or find a willing audience and ask them to be a critical friend. Deliver your presentation as if it is the real thing and ask for constructive feedback.

Manage your nerves

Most people feel nervous about presenting. In fact, you need a degree of anxiety to be alert. If you have no nerves you are likely to be complacent and not do your best. A balance is needed; you need to recognise your nervousness, manage it and channel it. Always approach your presentations with a positive frame of mind. It's natural to be a little nervous, but don't focus on the negatives.

Know what you want to achieve, plan and practise, and you will feel much more comfortable in your delivery.

Write cue cards

While preparing, you will probably have produced a script. Referring to a script during a presentation can make your delivery stilted and you may get flustered if someone asks a question and you lose your place. Take this script and write out the keywords on some cue cards. Referring to these during your presentation will be much more effective as you can compose your points more naturally and deviate slightly if needed.

Presentation exercises

It may be useful to carry out the following exercises to help you feel more confident and gain maximum impact on your audience

With enough planning and practice you should be able to deliver an effective presentation. If you are giving a presentation for the first time, you may be wondering what it will feel like to be the presenter rather than the audience. Every presentation is a learning experience, so reflecting on how it went afterwards might also be a useful exercise.

Here are some things to remember:

- Face the audience, don't talk to the screen.
- Make eye contact with the audience. Don't just focus on one person; engage the whole audience.
- Don't rely on a script. Use cue cards so you don't forget what you are saying.
- Talk clearly and loudly and with sufficient pauses.
- Take note of your body language. If you look confident, this will help you to feel confident.

Literature:

1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.
2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.
3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.
4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.
5. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.

Tema 8 Essay Writing

Essays are used to assess your understanding of specific ideas and your ability to explain these in your own words. Essays are usually written in a discursive style, bringing together ideas, evidence and arguments to address a specific problem or question. They follow a particular structure: you will set out your argument in the introduction, build and present your argument in the main body, and should end with your overall key message or argument in the conclusion.

Essays take time to complete. You will need to set aside time for the following stages of writing:

1. Thinking about the question.
2. Gathering information and ideas.
3. Organising your ideas.
4. Getting something on paper.
5. Writing a first draft.
6. Reviewing in light of feedback or reflection.
7. Producing a final draft.

It is important to understand what you are being asked to do before you begin writing an essay.

All essay questions can be broken up into the following components:

- instructional verb (the approach you must take eg discuss, evaluate, assess)
- topic (the context of the discussion)
- specific aspect of the topic (this helps you to narrow down your topic)
- restrictions imposed on the topic (this will limit your discussion).

The instructional verb is crucial. It will tell you how to approach your writing.

For example, you might be asked to do the following:

Discuss: Investigate or examine by argument, and look at all the evidence and give reasons for and against.

Assess: Decide on the importance of something and give reasons for your decision.

Evaluate: Appraise the worth of something, make your own value judgements, and back them up with argument and justification.

Once you understand the task, you should identify the broad topic and the aspects of the topic you have been asked to write about. This will help you to stay focussed. Think carefully about what reading you need to do for your essay. A focussed approach ensures that you stay on track and know in advance where to find the sources you need.

To focus your reading, try using a mind-map or spider diagram to note down some initial thoughts and ideas. What do you think should be in the essay? What limits are you setting?

Make sure you know how to locate appropriate sources, such as academic books and journal articles.

When you start reading, you should make meaningful notes.

Make sure that you:

- add your own thoughts to your notes and critically engage with the texts you are reading
- don't copy out the text word for word
- have your essay question in mind: what information is important and relevant; what evidence do you need to build your argument?
- note down any particular phrases or sentences that you might find useful in quotation marks. Take note of the page numbers and full details of the source you are reading.

Planning is an important part of the essay writing process. We recommend that you create an essay plan before you start writing.

An essay plan will help you to:

- define and organise your argument before tackling your first draft
- produce a clear, coherent and well-structured essay
- know where you want your argument to start and end
- stick to the main points that you want to make.

Identify your main ideas

Your essays should not be a patchwork of other people's ideas or a set of facts and quotes. You need to critically analyse what you are reading and bring together the information to help you to develop your own arguments, ideas and opinions. Try arranging ideas in the form of a mind-map, with key points arranged with supporting information branching off. MindView software (available on most university computers) allows you to create an essay structure where you can add in pictures, files and attachments – perfect for organising evidence to support your point.

Consider the following:

- What key points do you want to make?
- Can you support your points with evidence such as data, facts, research conducted by experts on that topic?
- Have you considered different viewpoints and perspectives?
- How will you make sure that the structure is logical and coherent?

- Your introduction should tell the reader what to expect from your essay. Stay focussed on the question, and keep it brief.
- Do not give very broad background information on the general topic, but focus instead on what is relevant to answering the set question.
- What should be in an introduction?
- There isn't one way to write an introduction, and following one particular structure could lead to your introductions becoming very formulaic.
- You might introduce the main subject of the essay and why it is an important topic. You may also provide definitions for any ambiguous terms or concepts. Your reader needs to know what you mean when you say certain things. This is usually only necessary when there are terms that have numerous definitions: eg if you use "consumerism" are you discussing this as an ideology, economic policy or type of behaviour?
- Your introduction may also provide an outline of the key argument(s) presented in the essay and how you are planning to answer the question.
- How long should an introduction be?
- An introduction usually makes up 5–10% of your whole essay, although there is no absolute rule.
- The amount of detail that you can include in your introduction will depend on your word count.
- Sample introductions
- This is an example of a concise introduction:
- “Concern about racism in the police has increased since the 1980s. A number of high-profile cases have highlighted that ethnic minorities have not received treatment equivalent to their white counterparts. The focus of this concern has been whether racism operates at the individual level or whether it is embedded in the policies and practices of the police (Easton and Piper, 2005). Two significant inquiries, which were carried out in this period – the Scarman report and the Macpherson report – will provide a focus by which to critically analyse the concept of institutional racism in policing and evaluate policy responses. Whilst some progress has been made since these two inquiries were carried out, many improvements still need to be made to overcome institutional racism.”
- Take a look at this detailed example of an introduction, which is broken down to show the purpose of each sentence within the introductory paragraph.
- Both versions are well executed but written in different styles and for essays with different word limits.
- The main body of your essay should present a clear and logical response to the question. You should use focussed and connected paragraphs to further your argument.
- You should discuss and evidence a few key points in detail, rather than include lots of points that are dealt with in a superficial way.
- Construct focussed paragraphs
- You will develop your own writing style but, as a general rule, your paragraphs should contain one main idea or argument. This should be outlined in the first sentences.
- A reader should be able to look at just the first and last sentence of each paragraph and grasp what your main ideas are.
- Each paragraph should provide new evidence to support the main idea. If you don't have evidence to support a point, do not include it.
- Evidence might include data, facts, quotations, arguments, statistics and research from your readings as evidence. Make sure that you include a reference and explain how and why you think this evidence supports your point.
- Your paragraph should end by stating the significance of the point to the overall argument or idea, or link to the next paragraph if you are going to build upon that main point further (eg examine the same point from a different perspective).
- Connect your paragraphs
- Your paragraphs should connect to each other and follow on in a logical order.

- Generally, you should not start a paragraph by reiterating what you have just talked about. Your first sentence of a paragraph should alert the reader to a change of focus, and each paragraph should build to show how your ideas are progressing.
- Once you have finished the essay, read the first sentence of each paragraph (it can be helpful to read out loud). You should be able to follow your ideas or argument even without the details of the rest of the paragraph.
- Example of a well-structured paragraph
- Writing your paragraphs in this way will help to make your writing less descriptive, and more critical and analytical.
- The conclusion should make the overall message and argument clear to the reader. A conclusion is not a summary of everything you have just written.
- It should end in a way that is thought provoking, and looks to the future.
- The final paragraph should close the discussion without closing it off.
- What should be in the conclusion?
- There isn't one way to write a conclusion, and following one particular structure could lead to your conclusions becoming very formulaic.
- Generally, you should briefly explain your main findings or ideas. Synthesise, don't summarise.
- You should also present the main message or argument that you want your reader to take away. Make sure your conclusion is clearly supported by the evidence presented in the essay.
- You must not include any new material or evidence in your conclusion. We also advise that you avoid formulaic phrases such as "In conclusion".
- At the end of your conclusion, move from the specific to the general. Can you set your discussion into a different or wider context?

Literature:

1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.
2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.
3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.
4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.
5. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.

Образовательные технологии

Уровень предварительной подготовки студентов проверяется при «входном» тестировании, а результаты освоения раздела – в ходе тестирования на первом этапе рубежного контроля, проходящего в форме теста, направленного на проверку навыков.

Практические занятия играют ключевую роль в реализации дидактических задач курса, являясь преобладающей организационной формой. Их формат соответствует деятельностной направленности процесса обучения и направлен на решение поставленных задач.

Отдельное занятие организуется в форме презентаций информационных проектов обучающихся с элементами учебных дискуссий с целью обобщения пройденного материала и закрепления приобретенных навыков.

Широко используется методика парной работы, что позволяет добиться развития коммуникативных компетенций студентов и способствует наилучшему усвоению знаний и формированию умений и навыков.

Система текущего контроля успеваемости

	Модуль 1	Балл
Аудиторная работа студента	а) Изучения практического материала	5 балл
	б) Решение задач, ответы на семинарских занятиях	5 балл
Итого по АРС		10 балл
Внеаудиторная работа студента	Самостоятельная работа студента	20 балл
Итого по СРС		20 балл
Рубежный контроль	Общая успеваемость аудиторной и внеаудиторной работе студента	30 балл
Итого по РК 1		30 балл
Всего по К 1 (модуль 1)		60 балл
	Модуль 2	Балл
Аудиторная работа студента	а) Изучения практического материала	5 балл
	б) Решение задач, ответы на семинарских занятиях	5 балл
Итого по АРС		10 балл
Внеаудиторная работа студента	Самостоятельная работа студента	20 балл
Итого по СРС		20 балл
Рубежный контроль	Общая успеваемость аудиторной и внеаудиторной работе студента	30 балл
Итого по РК 2		30 балл
Всего по К 2 (модуль 2)		60 балл

Самостоятельная работа студентов 1 курса и контроль за ее выполнением по курсу академическое письмо

Целью самостоятельной работы студентов является овладение практическими знаниями, профессиональными умениями и навыками по профилю изучаемой дисциплины, опытом творческой, исследовательской деятельности. Самостоятельная работа студентов по академическому письму способствует развитию умения и навыков извлекать смысловую информацию из источников разного плана; способности анализировать, делать выводы, отбирать и творчески использовать изучаемый материал; умения излагать собственные суждения и оценки, тренировать и развивать перевод и отработку практического аудитивного материала.

Самостоятельная работа является обязательной для каждого студента, ее объем определяется учебным планом. Самостоятельная работа студентов включает в себя подготовку к практическим заданиям. Основное внимание должно уделяться практической отработке навыков письменных и устных текстов. Студентам предоставляется обязательных объем практического материала, который они могут дополнить и расширить самостоятельно, используя дополнительную литературу.

№	Темы самостоятельных работ	Часы	Рекомендуемая литература (обязательная и дополнительная)	Форма контроля
Модуль 1				
1.	What is academic writing?	4	1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p. 2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p. 3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p. 4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p. 5. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.	Устно и письменно
2.	The academic writing process	4	1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p. 2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p. 3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p. 4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p. 5. McCormack J, Slaght J. English	Устно и письменно

			for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.	
3.	Planning your writing.	4	<p>1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.</p> <p>2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.</p> <p>3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.</p> <p>4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.</p> <p>5. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.</p>	Устно и письменно
4.	Descriptive writing	4	<p>1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.</p> <p>2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.</p> <p>3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.</p> <p>4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.</p> <p>5. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.</p>	Устно и письменно

Модуль 2

5.	Analytical writing	4	<p>1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.</p> <p>2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.</p> <p>3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.</p> <p>4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.</p> <p>5. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.</p>	Устно и письменно
6.	Persuasive writing	4	<p>1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.</p> <p>2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.</p> <p>3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.</p> <p>4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.</p> <p>5. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.</p>	Устно и письменно
7	Critical writing	4	<p>1. Hewings, M., Thaine C. Cambridge Academic English</p>	

			<p>Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.</p> <p>2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.</p> <p>3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.</p> <p>4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.</p> <p>5. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.</p>	
8.	Essay writing	2	<p>1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. Cambridge University Press, 2012. – 176 p.</p> <p>2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba ; R. Ribes . Berlin: Springer. 2011. - 162 p.</p> <p>3. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.</p> <p>4. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.</p> <p>5. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.</p>	Устно и письменно
	Итого:	30		

Основная литература

1. Hewings, M., Thaine C. Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP. - Cambridge University Press, 2012. – 176 p.
2. Giba, J. Preparing and delivering scientific presentations: A complete guide for international medical scientists / J. Giba; R. Ribes . - Berlin : Springer. 2011. - 162 p.

Дополнительная литература

1. Hewitt K., Feklin, M. Understanding British Institutions, Perspective publications ltd. 1998. 300p.
 2. Leki I. Academic Writing. Exploring Processes and Strategies. Cambridge University Press. 1998. 433p.
 3. McCormack J, Slaght J. English for Academic Study: Extended Writing and Research Skills. Garnet Education. 2009. 154p.
 4. Murphy R. English Grammar in Use. – Cambridge University Press. 2005. 391p.
 5. Murray N., Hughes G. Writing up your University. Assignments and Research Projects. A practical handbook. McGraw-Hill Education, Open University Press. 2008. 252p.
- Strutt P. Market Leader. Business Grammar and Usage. Longman. 2001. 224p

Программные средства

Для успешного освоения дисциплины, студент использует следующие программные средства:

- English Pronunciation in Use Intermediate CD-ROM
- English Grammar in Use CD-ROM Network
- Oxford Quick Placement Test CD-ROM Pack

Дистанционная поддержка дисциплины

При работе с текстами всех тем студент может обращаться к толковым и переводным словарям.

Электронный переводной словарь Multitran <http://www.multitran.ru/>

Электронный толковый словарь Merriam-Webster <http://www.merriam-webster.com/>

Материально-техническое обеспечение дисциплины

В дисциплине «Академическое письмо на английском языке» используются следующие технические средства обучения:

- компьютерное и мультимедийное оборудование;
- видео-аудиовизуальные средства обучения.

Компьютерное и мультимедийное оборудование используется для

- 1) подготовки и представления презентаций по тематике, связанной с изучаемой лексикой;
- 2) поиска дополнительной информации в рамках изучаемых лексических тем в поисковых системах Интернет;
- 3) подготовки и выполнения грамматических тестов.

Видео и аудиовизуальные средства обучения используются для просмотра фильмов на английском языке, а также аудирования.

Методические указания для обучающихся по освоению дисциплины

При проведении практических занятий особое внимание уделяется индивидуализации процесса обучения и использованию альтернативных учебных заданий для обучаемых с разным уровнем подготовки; привитию студентам навыков самостоятельной работы. В процессе обучения используются разнообразные формы проведения занятий: индивидуальная, парная, групповая работа. Изучение этого курса имеет свои особенности: это практическая направленность, что предполагает ряд требований к проведению занятий. Во-первых, необходимо выявить имеющиеся у студентов представления и знания о нормах письменной речи, выявить вместе с ними тот круг вопросов, который входит в изучение правил орфографии и пунктуации. Во-вторых, для облегчения усвоения абстрактного научного материала нужно излагать новый научный материал системно, с учетом имеющихся знаний. Необходимо все время показывать на реальных примерах изучаемые теоретические явления. Теоретический материал сопровождается практическими заданиями тренировочного и творческого характера. Изложение дополняется иллюстрациями в виде таблиц и схем, помогающих лучшему усвоению курса. Обязательным элементом занятия является использование интерактивных форм обучения, при которых учебный процесс организуется с учетом включенности в процесс познания всех студентов группы без исключения. В ходе работы идет обмен знаниями, идеями, способами деятельности, используются творческие задания, осуществляется работа с различными видами словарей. Создается среда образовательного общения, которая характеризуется открытостью, взаимодействием участников, возможностью взаимной оценки и контроля. Используются такие методы, как дискуссии, решение проблемных задач, что позволяет в доступной и естественной форме усвоить материал и в дальнейшем транслировать реальный уровень сформированности правописных умений и навыков. Практические занятия предполагают подготовку студента: его изучение и конспектирование литературы подготовку к собеседованию, просмотр рекомендуемой литературы. Выполнение практических заданий должно быть регулярно к каждому занятию. Если имеются трудности, студенты формулируют вопросы, чтобы задать их преподавателю для более глубокого понимания материала.

Требования дисциплины.

При чтении курса необходимо:

- уметь пользоваться справочными изданиями; конспектировать и свободно вести беседу по любой из пройденных тем;
- своевременное посещение практических занятий, быть активными на занятиях;
- всегда быть готовыми к занятиям;
- студент не допускается к занятиям, если опаздывает, пользуется мобильным телефоном и не подготовлен к занятиям;
- Своевременно сдать самостоятельную работу (устном и письменном виде);

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ КЫРГЫЗСКОЙ
РЕСПУБЛИКИ**

**ЖАЛАЛ-АБАДСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
имени Б. Осмонова**

ФАКУЛЬТЕТ ФИЛОЛОГИИ

Кафедра: Межкультурной коммуникации и лингвистики

Фонд оценочных средств

Дисциплина: Академическое письмо

Профиль: Теория и практика межкультурной коммуникации

Бакалавр (Магистр)

Утверждено

На заседании кафедры

« _____ » _____ 20 _____ г

Протокол № _____

Заведующий кафедры

1. Паспорт фонда оценочных средств

Специальность: Лингвист

Дисциплина: Академическое письмо

Профиль: Теория и практика межкультурной коммуникации

Форма промежуточной аттестации: экзамен, тест

**2. Перечень формируемых компетенций и этапы их формирования
Компетенции, закреплённые за дисциплиной**

Коды компетенции	Результаты освоения ООП Содержание компетенций	Перечень планируемых результатов обучения по дисциплине
ОК – 3,10 ОПК – 1,5 ПК – 1,2,4	<ul style="list-style-type: none"> - готовность к саморазвитию, самореализации, использованию творческого потенциала. - владеет одним из иностранных языков на уровне, позволяющем получать и оценивать информацию в области профессиональной деятельности из зарубежных источников; - готовность к коммуникации в устной и письменной формах на иностранном языке для решения задач профессиональной деятельности. - владеть одним из иностранных языков на уровне профессионального общения; - способность обобщать и критически оценивать результаты, полученные отечественными и зарубежными исследователями, выявлять перспективные направления, составлять программу исследований; - способность обосновывать актуальность, теоретическую и практическую значимость избранной темы научного исследования; - способность представлять результаты проведенного исследования научному сообществу в виде статьи или 	<p>В результате изучения дисциплины студент должен знать:</p> <ul style="list-style-type: none"> - грамматические явления, необходимые для чтения, перевода и редактирования; - сложные синтаксические конструкции научной и деловой речи; - технологию структурирования академического текста; - особенности научного стиля письменных и устных текстов; - лексику, представляющую нейтральный научный стиль, а также структуру делового письма; - различные способы выдвижения гипотез и построения доказательств. <p>В результате изучения дисциплины студент должен уметь:</p> <ul style="list-style-type: none"> - свободно читать оригинальную литературу соответствующей отрасли знаний на иностранном языке; - работать с библиографией; - оформлять извлеченную из иностранных источников информацию в виде перевода, реферата, аннотации; - сопоставлять содержание разных источников информации по проблеме научного исследования, подвергать критической оценке мнение авторов; - правильно организовать

	доклада.	<p>собственные идеи, ясно и убедительно обосновывать, и выражать их.</p> <ul style="list-style-type: none"> - языком специальности (профессиональный понятийно-терминологический аппарат) в объеме не менее 4000-4500 единиц. Из них 3000-3300 единиц – нейтральная и научная лексика по широкому и узкому профилю, 1200 единиц общей лексики для развития устной речи; - всеми видами чтения оригинальной литературы по специальности различных стилей и жанров; - стилем письменного общения, связанного с научной работой магистранта; - культурой мышления, способностью к обобщению и анализу информации; - навыками анализа собственного научного текста. <p>Демонстрировать способность и готовность:</p> <ul style="list-style-type: none"> - к извлечению и воспроизведению основной информации на иностранном языке; - использовать справочную литературу на иностранном языке; - к саморазвитию, повышению своей иноязычной компетенции; - устанавливать профессиональные контакты с носителями языка, обмениваться информацией на иностранном языке.
--	----------	--

3. Виды и формы оценочных средств в период текущего контроля

№ п.п	Устный опрос		Письменный опрос		Итого количество баллов
	Вопросы, ответы		Практическая работа	Тестирование	
Модуль 1 1. What is Academic Writing? 2. The academic writing process. 3. Planning your writing. 4. Types of academic writing.			Модуль1. 1. What is Academic Writing? 2. The academic writing process. 3. Planning your writing. 4. Types of academic writing.		
30 балл				30 балл (45 вопросов) на	30 балл

			каждый ответ 0.66 балл	
Модуль 2. 1. Critical thinking. 2. Report writing. 3. Presentations. 4. Essay writing.		Модуль 2. 1. Critical thinking. 2. Report writing. 3. Presentations. 4. Essay writing.		
30 балл			30 балл (45 вопросов) на каждый ответ 0.66 балл	30 балл

4. Виды и формы оценочных средств самостоятельной работы

№ п.п	Устный опрос	Письменный опрос	Итого количество баллов
	Вопросы, ответы	Тестирования	
Модуль 1 1. What is academic writing? 2. The academic writing process. 3. Planning your writing. 4. Descriptive writing.		Модуль 1 1. What is academic writing? 2. The academic writing process. 3. Planning your writing. 4. Descriptive writing.	
20 балл		20 балл (30 вопросов) на каждый ответ 0,66 балл	20 балл
Модуль 2 1. Analytical writing. 2. Persuasive writing. 3. Critical writing. 4. Essay writing.		Модуль 2 1. Analytical writing. 2. Persuasive writing. 3. Critical writing. 4. Essay writing.	
20 балл		20 балл (30 вопросов) на каждый ответ 0,66 балл	20 балл

5. Структура оценочных средств

№ п/п	Контролируемые разделы дисциплины (результаты по разделам)	Код контролируемой компетенции (или её части)	Наименование оценочного средства
Модуль 1			
1	What is Academic Writing?	ОК – 3,10 ОПК – 1,5 ПК – 1,2,4	Устно и письменно
2	The academic writing process.	ОК – 3,10 ОПК – 1,5 ПК – 1,2,4	Устно и письменно
3	Planning your writing.	ОК – 3,10	Устно и письменно

		ОПК – 1,5 ПК – 1,2,4	
4	Types of academic writing.	ОК – 3,10 ОПК – 1,5 ПК – 1,2,4	Устно и письменно
Модуль 2			
1	Critical thinking.	ОК – 3,10 ОПК – 1,5 ПК – 1,2,4	Устно и письменно
2	Report writing.	ОК – 3,10 ОПК – 1,5 ПК – 1,2,4	Устно и письменно
3	Presentations.	ОК – 3,10 ОПК – 1,5 ПК – 1,2,4	Устно и письменно
4	Essay writing.	ОК – 3,10 ОПК – 1,5 ПК – 1,2,4	Устно и письменно

Критерии оценки

- оценка «отлично» (10 баллов) выставляется студенту, если задание полностью выполнено и в соответствии с требованиями;

- оценка «хорошо» (8-9 баллов) если задание выполнено, и в целом, отвечает предъявляемым требованиям, имеются отдельные;

- оценка «удовлетворительно» (6-7 баллов) задание выполнена не до конца, имеется ошибки при написании заданий, ответ не полностью соответствует требованиям;

- оценка «неудовлетворительно» (5 и ниже), если задание полностью не выполнено или ответ переписан (скачан) из других источников, не проявлена самостоятельность при выполнении задания.

Согласно рейтинговой системе оценки успеваемости студентов основной формой текущего контроля является тестирование по материалам модуля. В ходе текущего контроля используются фонды комплексных контрольных заданий. Промежуточный контроль – это экзамен в сессионный период или зачет по дисциплине в целом, который осуществляется в форме теста и в устной и письменной формах. Для самостоятельной работы студентов имеются темы самостоятельных работ.

Questions Semester II

1. What is Academic Writing?
2. Characteristics of Academic Writing.
3. The academic writing process.
4. Reseach.
5. Planning.
6. Writing.
7. Finalizing.
8. Conclusion.
9. Planning your writing.
10. Formal language.
11. Objective language.
12. Technical language.
13. Types of academic writing.
14. Descriptive writing.
15. Analytical writing.
16. Persuasive writing.
17. Critical writing.
18. Critical thinking.
19. Description.
20. Analysis.
21. Evaluation.
22. Report writing.
23. Language of report writing.
24. Structure and organization.
25. Introduction.
26. Title.
27. Conclusion.
28. Presentations.
29. Planning schedule.
30. Know your audience.
31. Plan your content.
32. Essay writing.
33. How to write an essay?
34. Plan your idea.