НАЦІОНАЛЬНА АКАДЕМІЯ ПЕДАГОГІЧНИХ НАУК УКРАЇНИ

ІНСТИТУТ СОЦІАЛЬНОЇ ТА ПОЛІТИЧНОЇ ПСИХОЛОГІЇ

ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

НАУКОВИЙ ТЕКСТ ТА АКАДЕМІЧНЕ ПИСЬМО

(ACADEMIC TEXT AND ACADEMIC WRITING IN ENGLISH)

спеціальність (053) психологія

(шифр і назва напряму підготовки)

2020

Розробник: Позняк С. І., к. психол. н., с. н. с. лабораторії психології політичної поведінки молоді.

Рецензент: Батурська Л.А., кандидат філологічних наук, доцент кафедри англійської мови НаУКМА

Робочу програму схвалено на засіданні вченої ради Інституту соціальної та політичної психології НАПН України

Протокол від «26» травня 2016 року № 07/16

Робочу програму оновлено та схвалено на засіданні вченої ради Інституту соціальної та політичної психології НАПН України

Протокол від «16» січня 2020 року № 01/20

ACADEMIC TEXT AND ACADEMIC WRITING IN ENGLISH

Course syllabus

Academic text and academic writing in English is a communication skills course for PhD students, who need to use English for academic purposes, which includes reading academic texts, writing academic correspondence, articles, abstracts and summaries. giving a presentation at a conference, and participating in a discussion in the academic environment. It is designed to raise PhD students' academic literacy level in order to enable them to express and support their view point, provide evidence, and build up arguments in a logical, cohesive and consonant way in both written and oral academic communication.

The course aims at developing the following **competencies** for PhD students:
- ability to apply basic general knowledge in different fields of science to one's professional activities:
- ability to use modern information technologies in different areas of professional activities;
- ability to apply modern methods and technologies of scientific communication in ukrainian and foreign languages;
- ability to provide for lifelong self-development and self-fulfillment, and responsibility for the development of others;
- ability to use adequate methods of effective interaction with representatives of different (social, cultural and professional) groups;
- ability to develop and conduct all kinds of classes in a higher education institution;
- aware of academic English culture;
- learn independently and think critically;

- use the academic English style properly and select relevant verbal strategies depending on the genre and the purpose of academic expression;

- ensure coherence and structure written texts and oral messages appropriately;

- argue a research position convincingly in oral and written academic communication;

- express ideas with clarity, precision and accuracy in their field of psychological research;

- apply a variety of writing patterns (defining, classifying, contrast/comparison, cause/effect, argumentative);

- describe visual data;

- take a critical approach to academic sources (in particular those relevant to the PhD student research area), question and evaluate academic texts in terms of their reliability and relevance;

- take notes, write references, paraphrase and summarize academic texts;

- know how to avoid plagiarism in writing;

- use a standard system of referencing, quotations and in-text citations in academic writing and presentations.

Learning Outcomes. By the end of the course the PhD students will be able to:

- write references, paraphrase and summarize academic texts in their field of psychological research;
- plan, organize and give an academic presentation with visuals;
- organize and write an article abstract.

Course duration and evaluation of student performance. Thecourseduration is 90 academichours: 18 ac hours are allocated for classroom sessions, 72ac hours are self-study sessions. During the classroom sessions students' performance is evaluated by their participation and completion of home and classroom

assignments. At the end of the course PhD students take an exam, which consists of two parts: the written (submission of an article abstract for 150-200 words) and the oral one (delivery of an academic presentation with visuals and participation in the peer discussion).

Syllabus Structure. The course encompasses three modular:

Module I. Academic reading (30 ac hours)

Module II. Speaking and academic presentation (30 ac hours)

Module III. Academic writing (30 ac hours)

Module	Learning outcomes	Class-room learning methods	Self-study Evaluation methods
Module I. Academic reading	write references, paraphrase and summarize academic texts in their field of psychological research	Presentations Discussions Individual, pair and group exercises	Self-assessment exercises Peerevaluation Workwithreferencematerials Exploration, location, critical analysis of and reporting on the texts inthesubjectspecificarea of psychological research
Module II. Speaking and academic presentation	plan, organize and give an academic presentation with visuals	Presentations Discussions Individual, pair and group exercises	Self-assessment exercises Preparation of a presentation in the PhD student specific areas of psychological research E-workshop, presentations and discussions Filling in feedback forms
Module III. Academic writing	organize and write an article abstract	Presentations Discussions Individual, pair and group exercises Peer review	Self-assessment exercises Writing an article abstract Peer reviews and evaluation

Contents.

Introduction. Academic style. Components of academic style. Structure. Vocabulary.

Module I. Academic reading

Academic texts. Types of text. Grammar and vocabulary. Finding suitable sources. Using reading lists, library catalogues, and electronic resources. Developing critical approaches. Reading methods. Titles, sub-titles and text features. Reading abstracts. Fact and opinion. Assessing internet sources critically. Critical thinking. Avoiding plagiarism. What is plagiarism?Acknowledging sources. Degrees of plagiarism. Avoiding plagiarism by summarising and paraphrasing. Avoiding plagiarism by developing good study habits. Note-making methods. Finding key points. Finding relevant points. Effective note-making.

Resources:

Hewings, M., Thaine, C., McCarthy, M. (2012) Cambridge Academic English. – Cambridge University Press, 174 p.

McCarthy, M., O'Dell, F. (2016) Academic Vocabulary in Use. – Cambridge University Press, 176 p.

Bezzabotnova O., Bogolepova S., Gorbachev V. et al. (2014) English for Academics: Book 1. A communication skills course for tutors, lecturers and PhD students. –Cambridge University Press in collaboration with the British Council, 176 p.

Bailey, S. (2017) Academic Writing: A Handbook for International Students. 5thedition. – NY: Routledge, 314 p.

The Routledge Handbook of English for Academic Purposes (2016). Ken Hyland and Philip Shaw (eds.). – NY: Routledge, 645 p.

Hyland, K. (2006) English for Academic Purposes: An advanced resource book. – Routledge, 340 p.

Journal of English for Academic Purposes, *JEAP,* ISSN: 1475-1585,Paul Thompson, Hilary Nesi (eds).

Module II. Speaking and academic presentation

Criteria for a successful academic presentation. Presentation structure and signpost. Grammar and vocabulary. Packaging ideas. Packaging information. Information sequence. Describing a system. Describing procedures. Presenting statistics. Visual information. Types of visuals. Describing visuals. Labelling. Reporting. Expressing a problem. Supporting your ideas. Predicting and proposing. Speculating. Summarizing. Techniques for summarizing.Being concise. Active listening. Information exchange. Giving feedback. Accepting and declining. Expressing opinions, giving advice. Complimenting. Making recommendations. Making requests.

Resources:

Bailey, S. (2017) Academic Writing: A Handbook for International Students. 5thedition. – NY: Routledge, 314 p.

Hewings, M., Thaine, C., McCarthy, M. (2012) Cambridge Academic English. – Cambridge University Press, 174 p.

McCarthy, M., O'Dell, F. (2016) Academic Vocabulary in Use. – Cambridge University Press, 176 p.

Bezzabotnova O., Bogolepova S., Gorbachev V. et al.(2014) English for Academics: Book 1. A communication skills course for tutors, lecturers and PhD students. –Cambridge University Press in collaboration with the British Council, 176 p.

Hyland, K. (2006) English for Academic Purposes: An advanced resource book. – Routledge, 340 p.

http://www.bbc.co.uk/worldservice/learningenglish/ language/howto/

http://www.eslgold.com/speaking/phrases.html

http://www.mindmeister.com

http://www.spokenskills.com/student-activities.cfm?section =studentpractice&practicepageID=1694

http://www.spokenskills.com/student-activities.cfm?se
ction=studentpractice&practicepageID=1695

http://www2.elc.polyu.edu.hk/EAP/Audio-visual/

http://www. speakingaboutpresenting.com/content/presentation-title/

http://onlinecharttool.com/

http://www.britishcouncil.org/professionals-studyacademic-presentations-intro.htm

https://www.llas.ac.uk/video/6097

https://www.methods.manchester.ac.uk/themes/qualitative-methods/practice-as-research/

https://www.youtube.com/watch?v=CEw23EFu4rc

https://www.youtube.com/watch?v=SqFhd-Igs6w

Module III. Academic writing

The planning process: length and outline.Grammar and vocabulary. Citations and references. Reference verbs and systems.Development of ideas. Combining sources. Taking a critical approach. Organising paragraphs. Paragraph structure. Linking paragraphs together. Introductions and conclusions: contents and structure. Re-writing and proof-reading. Elements of writing: argument and discussion (discussion vocabulary, organization, counter-arguments, providing evidence); cause and effect (the language of cause and effect, cohesion, reference words); comparisons (structures and forms of comparison, using superlatives). Definitions. Using examples. Restatement. Generalisations. The language of numbers. Problems and solutions. Avoiding repetition and redundancy. Paraphrasing. Summarising and its stages.

Resources:

Bailey, S. (2017) Academic Writing: A Handbook for International Students. 5thedition. – NY: Routledge, 314 p.
Norris, C. B. (2016) Academic Writing in English. Ph.D. –University of Helsinki. Language Services, 85 p.
Hewings, M., Thaine, C., McCarthy, M. (2012) Cambridge Academic English. – Cambridge University Press, 174 p.
McCarthy, M., O'Dell, F. (2016) Academic Vocabulary in Use. – Cambridge University Press, 176 p.
Bezzabotnova O., Bogolepova S., Gorbachev V. и др.(2014) English for Academics: Book 1. A communication skills course for tutors, lecturers and PhD studentsCambridge University Press in collaboration with the British Council, – 176 p.
Hyland, K. (2006) English for Academic Purposes: An advanced resource book. – Routledge, 340 p.
http://www.youtube.com/watch?v=sdDBY2-Wmis
http://depts.washington.edu/owrc/Handouts/How%20to%20Write%20a%20Summary.pdf
http://writingcenter.unc.edu/handouts/abstracts