COURSE DESCRIPTION CARD - SYLLABUS

Course name
SPECIALIST ENGLISH LANGUAGE COURSE: WRITING SKILLS

Course

Proposed by Discipline
-

Type of studies
Doctoral School

Form of study
full-time

Year/Semester
I/1, II/3, III/5, IV/7

Course offered in
English

Requirements
elective

Number of hours

Lecture

Tutorials
10

Projects/seminars

Number of credit points

-

Lecturers

Responsible for the course/lecturer:
dr Katarzyna Matuszak
email: katarzyna.matuszak@put.poznan.pl
phone: +48 61 665 2491
Centre of Languages and Communication
Poznan University of Technology
ul. Piotrowo 3a, 60-965 Poznan

Responsible for the course/lecturer:
Nuala Mederski, MA
email: nuala.mederski@put.poznan.pl
phone: +48 61 665 2491
Centre of Languages and Communication
Poznan University of Technology
ul. Piotrowo 3a, 60-965 Poznan

Prerequisites

Knowledge: Students should have language skills at B2/C1 level in accordance with the requirements set out by the Common European Framework of Reference for Languages.

Skills: Students should be able to recognise and use academic and scientific vocabulary and grammar structures as required for second cycle studies.

Social competences: Students should be able to work individually and in a group. Students should be able to communicate in English in a scientific and professional environment

Course objective

1. To explain to students the conventions of academic and scientific writing in English.
2. To develop students' writing skills for academic, research and professional purposes.
3. To develop students' critical thinking skills and ability to evaluate their own and others' scientific work.

Course-related learning outcomes

Knowledge

A PhD student knows and understands:

1. Conventions of academic and scientific writing.
2. Knowledge of the main structural elements of scientific work.
3. Acquisition of typical language (vocabulary and grammar structures) used in formal academic and scientific work.

Skills

A PhD student:

1. Can use sources effectively in their writing.
2. Can organise their ideas logically and coherently.
3. Can edit their writing for clarity, coherence, cohesion, conciseness, and correctness.
4. Can apply critical thinking to their own writing and that of others'.

Social competences

A PhD student is ready to:

1. Understand the need to convey information and knowledge clearly, ethically, and professionally with the reader always in mind.
2. Understand the need for and benefits of teamwork.

Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Assessment based on:

1. Presence at and commitment to course (active participation during lessons and completion of tasks in class and those assigned for homework) = 30%
2. Writing an Introduction to a scientific article = 35%
3. Writing part of the Discussion section of a scientific article = 35%

Programme content

1. The 5 'Cs' of Scientific writing. How to make your writing reader-friendly – Achieving cohesion (Metadiscourse – signposting structure and signalling attitude).
2. Achieving clarity and coherence (nominalisation vs the use of verb forms; varying sentence length).
3. Achieving conciseness (avoiding repetition, wordiness, and redundancy).
4. Achieving correctness (collocations; parallelism and other typical patterns).
5. Writing the Introduction of a scientific article (Structuring the argument – the funnel approach).
6. Writing the Discussion section of a scientific article (Hedging; stating the limitations).

Teaching methods

Tutorials: multimedia presentations, including examples to discuss, and the critical analysis of real-world materials. Brainstorming & practical exercises

Bibliography

Basic

1. Cargill, M. & O'Connor, P. (2013). Writing Scientific Research Articles. Strategy and Steps. (2nd ed.). Wiley-Blackwell.
2. Bailey, S. (2011). Academic Writing: A handbook for international students. Routledge.
3. Blass, L., Hills, S., Hodge, H., O'Dell, K. & Vargo, M. (2013). Skills for Effective Writing 4. Cambridge University Press.
4. Wallwork, A. (2013). English for Academic Research: Writing Exercises. Springer.
5. McCarthy, M. & O'Dell, F. (2016). Academic Vocabulary in Use (2nd ed.). Cambridge University Press.

Additional

1. Glasman-Deal, H. (2010). Science Research Writing for Non-Native Speakers of English. Imperial College Press.
2. Hewings, M. (2012). Cambridge Academic English, Upper Intermediate. Cambridge University Press.

Breakdown of average student's workload

	Hours	ECTS
Total workload	20	-
Classes requiring direct contact with the teacher	10	-
Student's own work (preparation for tutorials, preparation & completion of assessed tasks, consultations with the teacher) [1]	10	-

[1] delete or add other activities as appropriate