



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

Projects/seminars

10

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:

1. knows and understands the conventions of academic and scientific writing.
2. has a knowledge of the main structural elements of scientific work.
3. has acquired the 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 all 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
3. Achieving conciseness
4. Writing the Introduction of a scientific article (structuring the argument – the funnel approach)
5. Achieving correctness
6. Writing the Discussion section of a scientific article.



Course topics

1. Structure and cohesion – using conjunctions, transition signals and chunking phrases
2. Clarity and coherence – avoiding nominalisation, and varying sentence and paragraph length
3. Conciseness - avoiding repetition, wordiness and redundancy
4. Writing the Introduction – establishing the structure and useful phrases for each part
5. Correctness – using adjective + noun collocations, verb + noun collocations, and parallelism
6. Writing the Discussion – hedging and stating the limits.

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.
6. Morley, J., Doyle, P. & Pople, I. (2021). University Writing Course. Express Publishing.

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	-
Doctoral 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

