COURSE DESCRIPTION CARD - SYLLABUS

Course name
SPECIALIST ENGLISH LANGUAGE COURSE: WRITING SKILLS [S5SD1>SKJAUP]

Course

Proposed by Discipline
–

Year/Semester
1/1

Level of study
Doctoral School

Course offered in
English

Form of study
full-time

Requirements
elective

Number of hours

Lecture
0

Laboratory classes
0

Other
0

Tutorials
10

Projects/seminars
0

Number of credit points

0,00

Coordinators

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Lecturers

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 who has completed this course knows and understands:
1. scientific research methodology in disciplines represented at the Doctoral School [P8S_WG/SzD_W03]
2. principles of disseminating results of scientific activity, also in an open access mode [P8S_WG/

SzD_W04].

SKILLS
A PhD student who has completed this course can:
1. critically analyse and assess scientific research results, the work of experts and other creative activities together with their contribution to knowledge development [P8S_UW/SzD_U02]
2. use the English language at at least B2 level, according to the Common European Framework of Reference for Languages (CEFR), to a degree which allows active participation in the international scientific and professional community [P8S_UK/SzD_U08].

SOCIAL COMPETENCES
A PhD student who has completed this course is ready to:
1. critically evaluate their own contribution to the development of a given scientific discipline [P8S_KK/SzD_K02]
2. acknowledge the importance of knowledge in solving cognitive and practical problems [P8S_KK/SzD_K03].

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 the course (active participation during lessons and completion of all tasks in class and those assigned for homework) = 30%

2. completion of BOTH of the following written tasks:

- an introduction to a scientific article = 35%
- 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 consisting of:
- multimedia presentations, including examples to discuss and the critical analysis of real-world materials
- brainstorming
- practical exercises
- collaborative writing.

Bibliography

BASIC

1. Bailey, S. (2011). Academic Writing: A handbook for international students. Routledge.

2. Blass, L., Hills, S., Hodge, H., O'Dell, K. & Vargo, M. (2013). Skills for Effective Writing 4. Cambridge University Press.
3. Cargill, M. & O'Connor, P. (2013). Writing Scientific Research Articles. Strategy and Steps. (2nd ed.). Wiley- Blackwell.
4. McCarthy, M. & O'Dell, F. (2016). Academic Vocabulary in Use (2nd ed.). Cambridge University Press.
5. Morley, J., Doyle, P. & Pople, I. (2021). University Writing Course. Express Publishing.
6. Wallwork, A. (2013). English for Academic Research: Writing Exercises. Springer.

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	0,00
Classes requiring direct contact with the teacher	10	0,00
Doctoral student's own work (literature studies, preparation for laboratory classes/tutorials, preparation for tests/exam, project preparation)	10	0,00