

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SUMY NATIONAL AGRARIAN UNIVERSITY
Faculty of Biology and Technology
Department of Foreign Languages

MODULE SYLLABUS

12. Methodology of scientific paper writing (in a foreign language)
(compulsory)

Implemented in the “Ecology” Academic Program


Area of specialization 101 “Ecology”

at the third (educational and scientific) level of higher education

Author:



PhD in Pedagogy, Associate Professor of the Department of Foreign Languages T.I. Klochkova

Module syllabus viewed and agreed at the meeting of the Department of Foreign Languages	Minutes No. 21 dated June 17, 2021
	Head of the Department of Foreign Languages  Assoc. Prof. <u>T.I. Klochkova</u> (surname, initials)

Approved by:

Guarantor of the Academic program



I. M. Kovalenko

Dean of the Faculty

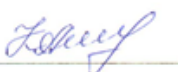


I. M. Kovalenko

Syllabus review (attached) is provided by :



V. G. Skliar



G.O. Klymenko

Syllabus review data:

Academic year in which amendments are made	Academic Program attachment number with amendment description	Amendments revised and approved		
		Minutes No and date of the Department meeting	Head of Department	Guarantor of the Academic Program

1. MODULE OVERVIEW

1.	Title	Methodology of scientific paper writing (in a foreign language)		
2.	Faculty/Department	Faculty of Biology and Technology Department of Foreign Languages		
3.	Type (compulsory or optional)	compulsory		
4.	Program(s) to which module is attached	Academic program “ Ecology ” Area of specialization 101 “ Ecology ”		
5.	Module can be suggested for (to be filled in for optional types)	-		
6.	Level of the National Qualifications Framework	8 level		
7.	Semester and duration of module	1 semester (1-15 weeks)		
8.	ECTS credits number	3 credits		
9.	Total workload and time allotment	Directed study	Practicals	Self-directed study
		-	40	50
10.	Language of instruction	English and Ukrainian		
11.	Module leader	PhD in Pedagogy, Associate Professor of the Department of Foreign Languages Klochkova T. I.		
11.1	Module leader contact information	T. I. Klochkova, taniaklochkova@ukr.net, room M 302 Official consulting hours – Tuesday, 12:15-13:30 p.m., room 302 (main building)		
12.	Module description	Module “Methodology of scientific paper writing (in a foreign Language)” is a compulsory component of the educational and professional program in all specialties for which applicants are trained at the third level of higher education, in particular for the specialty 101 "Ecology". The discipline is based on the communicative method of language teaching, is an organic part of the formation of the future scientist, who must be able to communicate and discuss in a foreign language, obtain new text, audio and video information from foreign sources, both printed and electronic.		
13.	Module aim	The purpose of module “Methodology of scientific paper writing (in a foreign language)” is the formation and development of the ability of future scientists to conduct a foreign language communicative research and innovations, which involve the effective use of written and oral communication in a foreign language in research and professional practice.		
14.	Module Dependencies (prerequisites, co-requisites, incompatible modules)	Module is based on knowledge of the English language in the scope of school and university programs (level of language proficiency - B2).		
15.	Policy of academic integrity	Observance of academic integrity for applicants for higher education involves: independent performance of educational		

		<p>tasks, tasks of current and final control of learning outcomes; references to sources of information in case of the use of ideas, statements, information; compliance with copyright law; providing reliable information about the results of their own educational (scientific, creative) activities.</p> <p>Violations of academic integrity in the study of Module “Methodology of scientific paper writing (in a foreign language)” for PhD students” are: academic plagiarism, academic fraud (copying, deception, publishing someone’s work for their own), the use of electronic devices during the final control of knowledge.</p> <p>For violation of academic integrity, students may be held subject to the following academic liability: academic plagiarism - grade 0, repeated performance of the task; academic fraud - cancellation of points; re-assessment, re-execution of non-independently performed work; use of electronic devices during the final control of knowledge - removal from work, grade 0, re-passing the final control.</p>
16.	Link in Moodle	https://cdn.snau.edu.ua/moodle/course/view.php?id=4153

2. CORRELATION BETWEEN MODULE LEARNING OUTCOMES (MLOs) AND PROGRAM LEARNING OUTCOMES (PLOs)

MLOs: On successful completion of the module the PhD student will be able to perform:	PLOs (indicate the number according to the numbering given in the AP)				How assessed
	PLOs ₃	PLOs ₄	PLOs ₈	PLOs ₉	
MLOs 1. <i>Speaking</i> , the ability to communicate in a foreign language in a specific professional / professional field (ecological), using the minimum of professional vocabulary, the ability to express personal point of view concerning current ecological problems	+		+		Oral interview.
MLOs 2. <i>Listening</i> , the ability to hear and understand audio texts within the topics of Module, to recognize relevant information, concerning ecology, environmental protection and sustainable natural resource management		+		+	Semester test.
MLOs 3. <i>Grammar</i> , the ability to use basic grammatical structures necessary to express relevant functions and concepts, as well as to understand and produce basic types of texts in the academic and professional		+		+	Testing (multiple choice); written test at the end of the thematic block (unit), written exam.

fields.					
MLOs 4. <i>Reading</i> , the ability to perceive and process the latest professional information from scientific sources in a foreign language, extract information from various written sources (ecological literature which highlights the principles of modern nature study, environmental protection and sustainable natural resource management),	+	+	+	+	Semester test, written exam.
MLOs 5. <i>Ability to learn</i> , to orient in the flow of ecological information diversity in order to work out original scientific research aimed to present the theoretical and practical value and to solve the problems which deal with environmental protection and sustainable natural resource management; ability to search, analyse assess and use the obtained information	+	+	+	+	Oral interview; written test at the end of the thematic block (unit).
MLOs 6. <i>Writing</i> , to apply the terminology of scientific research, perform written presentation of scientific research, summary and conclusions	+	+	+	+	Semester test.

PLO 3 Plan and implement an original independent scientific research that is characterized by novelty, theoretical and practical value and contributes to significant problems of ecology, environmental protection and sustainable resource management solving.

PLO 4 Define, research and solve the problems of ecology, environmental protection and sustainable natural resource management using the scientific method of cognition.

PLO 8 Communicate, including in a foreign language, in a dialogue with the general scientific community and the public in the field of ecology, environmental protection and optimization of nature management.

PLO 9 Communicate clearly and unambiguously professional knowledge, results of own research, substantiation and conclusions both orally and in writing for different audiences, both nationally and internationally.

3. MODULE INDICATIVE CONTENT

Topics (List of issues to be addressed within the topic)	Distribution of hours		Learning resources
	Directed study	Self-directed study	
	Practicals		
1 semester			

1. Scientific research writing (free writing, brainstorming, clustering)	2	2	1,2,3,4,8,9
2. Scientific text writing (structure, lexis, logical consistency, plagiarism, language)	2	2	1,2,3,5
3. Text description, direct and indirect citation (punctuation)	2	2	1,2,3,6
4. Sequence of tenses in direct and indirect citation	2	2	1,2,3,7
5. Scientific research description (structure, lexis, logical consistency, plagiarism, language)	2	2	1,2,3,6
6. Transitive words and phrases for logical text presentation	2	2	1,2,3,4
7. Lexemes for chronological order description. Causative-consecutive connections in scientific text.	2	2	1,2,3
8. Comparative constructions in scientific text. Adversative constructions in scientific text.	2	2	1,2,3,5
9. Scientific text retelling	2	2	1,2,3,4
10. Summary writing. Argumentation as a method of scientific dispute conducting	2	2	1,2,3,7
11. Motivation for scientific research writing. Choice of academic publication.	2	2	1,2,3,4
12. Scopus, Web of Science journals requirements for publications in different scientific fields	2	2	1,2,3,6
13. Review writing and approving	2	2	1,2,3,4
14. Foreign literature as a source for vocabulary building	2	2	1,2,3,5
15. Main features of economic, biological, technical and legal terminology translation	2	4	1,2,3,6
16. Main scientific set expressions.	2	2	1,2,3,4
17. Communication means of audience attention attraction.	2	4	1,2,3,5
18. Short presentation based on the research	2	4	1,2,3,6
19. Basic requirements for scientific writing accuracy and clarity	2	4	1,2,3,4

20. Preparing and delivering a presentation at the scientific conference	2	4	1,2,7,8
Total hours, the whole course	40	50	

4. TEACHING AND LEARNING METHODS

MLOs	Teaching methods (directed study)	Hours	Learning methods (self-directed study)	Hours
MLOs 1. MLOs 2.	Discussion, brainstorming, role-playing games, pair work, group work, presentation	10	Performing training lexical and speech exercises. Preparation of oral presentations.	10
MLOs 3.	Practice of grammatical structures in different types of speech activity. Training exercises (multiple choice, error correction, filling in gaps)	10	Performing training grammar exercises.	10
MLOs 4.	Interpretation and translation, compiling a test map, translation of the text.	10	Written translation, compilation of a dictionary of professional terms.	10
MLOs 5. MLOs 6.	Project method, creative tasks, “mental map”, presentation, writing a letter.	10	Search for information, writing emails, posts, short messages.	20
Total hours		40		50

5. ASSESSMENT

5.1. Diagnostic assessment

5.2. Summative assessment

5.2.1. To assess the expected learning outcomes provided

№	Summative assessment methods	Grades	Deadline
3 semester			
1.	Written test at the end of the thematic block (unit)	60 (20 x 3) / 60%	5, 10, 14 weeks
2.	Testing (multiple choice)	15 / 15%	8 week
3.	Oral interview	10 / 10%	12 week
4.	Semester test	15 / 15%	15 week

5.2.2. Assessment criteria

Component	Unsatisfactory	Satisfactory	Good	Excellent
Written test at	<12	12-15	16-18	19-20

the end of the thematic block	<60% correct answers	60-74% correct answers	75-89% correct answers	90-100% correct answers
Intermediate testing	<9 <60% correct answers	9-11 60-74% correct answers	12-14 75-89% correct answers	15 90-100% correct answers
Oral interview	<6 Insufficient amount of knowledge required for the implementation of the communication process. Poor language skills. Presentation of the answer to the question with gross errors.	6-7 Availability of basic language communication skills in a foreign language. Full sample playback. Simplified language. The use of language cliché with numerous errors that complicate understanding content.	8-9 The language is lexically and grammatically diverse. Statements are logical, reasoned and based on known algorithms. Mistakes are made on the studied program material (6-7 errors).	10 The content of the statement corresponds to the situation of communication, differs in consistency, completeness, argumentation, expression of one's own point of view. The language is lexically and grammatically diverse, 1-3 errors are allowed.
Semester test	<9 <60% correct answers	9-11 60-74% correct answers	12-14 75-89% correct answers	15 90-100% correct answers
Written exam	<18 <60% correct answers	18-21 60-74% correct answers	22-26 75-89% correct answers	27-30 90-100% correct answers

5.3. Formative Assessment

To assess the current progress in learning and comprehension of further improvement necessity, the following is provided

№	Formative Assessment elements	Date
1	Lexical feedback test from the teacher	Monthly
2	Teacher feedback grammar test	Monthly
3	Oral presentation (discussions, discussions)	Weekly
4	Self-evaluation and mutual evaluation	After completing the thematic unit
5	Monitoring of student participation in educational activities (oral comments and instructions of the teacher)	Weekly

6. LEARNING RESOURCES

6.1 Key resources

1. Adrian Wallwork. English for Writing Research Papers: Springer. - Pisa, Italy; London. - 2011.
2. Laura Le Drea, Molly Sackler, et.al. Writing Academic English. Fourth Edition (The Longman Academic Writing Series, Level 4) // [Elektronnyj pecypc:seas3.elte.hu/coursematerial/TakacsJulius/Writing_Academic_English.pdf](http://elektronnyjpecypc:seas3.elte.hu/coursematerial/TakacsJulius/Writing_Academic_English.pdf)

3. Academic Writing. A Guide for Management Students and Researchers (Mathukutty M. Monippally and Badrinarayan Shankar Pawar)/ Business books from SAGEB1/I-1 Mohan Cooperative Industrial Area, Mathura Road, New Delhi 110 044, INDIA, 2010.
4. Stephen Baily. Academic Writing. A handbook for international students. Routledge.– 2011, 314 pp.
5. Azar, Betty S, Hagen, Stacy A. Understanding and Using English Grammar with Essential Online Resources (5th Edition). – Pearson Education ESL, 2016. – 509 p.
6. Kelly Roberts Weibel, Betty Schramper Azar. Test Bank for Understanding & Using English Grammar (5th Edition). – Pearson Education ESL, 2016. – 270 p.
7. Marjorie Fuchs, Margaret Bonner, Miriam Westheimer. Focus on Grammar 3 with EOR (5th Edition). – Pearson Education ESL, 2016. – 528 p.
8. Klochkova T. I. Improvement in the Methodological Support for English Language Teaching in a Modern University. / T.I. Klochkova // Theoretical and Methodological Problems of Children and Youth Education: Collection of research papers. Thematic issue "Higher Education of Ukraine in the Context of Integration to the European Education Space". - Issue 21. – B. 3. – Vol. III (77). – К.: – Hnozis, 2017. – P. 276-284
9. Tetiana Klochkova. Quality Assurance as a Pre-Requisite for Proper Operation of Higher Educational System. Матеріали I Міжнародній науково-практичній Інтернет-конференції «Сучасні тенденції навчання студентів іноземних мов у мультикультурному академічному середовищі» – Retrieved from:
<https://science.snau.edu.ua/wp-content/uploads/2021/05/ЗБІРНИК-матеріалів-конференції-1-1.pdf>.

6.2. Additional resources

1. Dictionaries.
2. Original literature
3. Science fiction.

6.3. Digital resources

1. <http://www.eb.com/> - Encyclopedia “Britannica”
2. <http://www.bbc.co.uk/>
3. <http://www.online-literature.com/>

**Review on
MODULE SYLLABUS
Methodology of scientific paper writing (in a foreign Language)**

Parameters for module syllabus assessment by the Guarantor of the Academic program or Project group member	Yes	No	Notes
Module learnings outcomes (MLOs) correspond to NFC	+		
Module learnings outcomes (MLOs) correspond to estimated PLOs (for compulsory MS)	+		
Module learnings outcomes (MLOs) provide the opportunity to assume and assess their level	+		

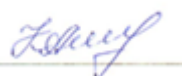
Project group member of MS Ecology



V.H. Skliar

Parameters for module syllabus assessment by the lecturer of the correspondent department	Yes	No	Notes
Basic information about the module syllabus is relevant	+		
Module learnings outcomes (MLOs) correspond to NFC	+		
Module learnings outcomes (MLOs) provide the opportunity to assume and assess their level	+		
Module learnings outcomes refer to the PhD students' competencies but not to the content of the subject (comprise knowledge and skills but not the topics of the academic program)	+		
Content of Module syllabus corresponds to the structural and logical order	+		
Training activity (training and learning methods) enables PhD students to gain the estimated learnings outcomes	+		
Module syllabus is aimed to provide training based on the research which is essential for the correspondent level of higher education	+		
Assessment strategy in the frame of module syllabus meets the requirements of University \faculty policy	+		
Estimated methods of assessment enable the level of module learnings outcomes to be assessed	+		
PhD students' workload corresponds to module syllabus capacity	+		
Recommended literature and learning resources are sufficient for gaining module learnings outcomes	+		
Literature is relevant	+		
List of learning resources contains the relevant software to gain module learnings outcomes	+		

Reviewer (representative of the assurance group)



H.O.Klymenko