

Ministry of Education and Science of Ukraine  
Sumy National Agrarian University  
Faculty of Biology and Technology  
Department of Foreign Languages

**Module syllabus  
Foreign language for specific purpose  
Academic writing in a foreign language (English)  
(compulsory)**

Implemented in the “Management” Academic Program

Area of specialization 073 “Management”

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

Author: Candidate of Ped. Sciences, Associate Professor of the Department of Foreign Languages Tetiana KLOCHKOVA

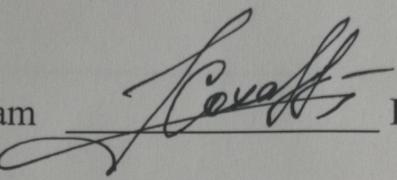
Module Syllabus viewed and agreed at the meeting of the Department of Foreign Languages

Minutes No. 15 dated June 14, 2024

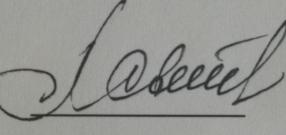
Head of the Department of Foreign Languages, Associate Professor Tetiana KLOCHKOVA

Approved by:

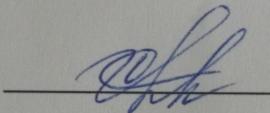
Guarantor pf the Academic Program

 Inna SOKHAN

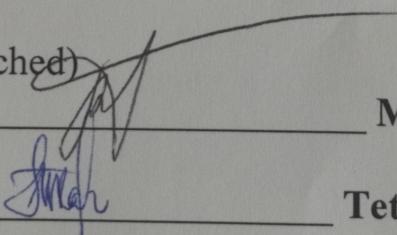
Dean of the Faculty where the Academic Program is implemented

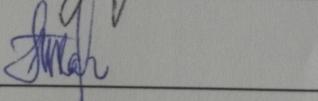
 Svitlana LUKASH

Head of Postgraduate and Doctoral Studies

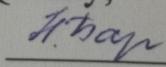
 Svitlana YAROSCHUK

Review of the Syllabus (attached) provided:

 Maryna BILOTSERKOVETS

 Tetiana KHARCHENKO

Methodologist of the Department of Education Quality, Licensing, and Accreditation

 (N. Baranit)

Registered in the electronic database: date: 08.07. 2024

**Syllabus review data:**

The academic year in which changes are made	The Academic program attachment number with changes description	Changes revised and approved		
		Minutes No and date of the department meeting	Head of Department	Guarantor of the Academic program

## 1. GENERAL INFORMATION ABOUT THE MODULE SYLLABUS

Name of module	Academic writing in a foreign language (English)			
Faculty / Department	Faculty of Biology and Technology / Department of Foreign Languages			
Type (compulsory or optional)	Compulsory			
Program(s) to which module is attached	"Management" / 073 "Management"			
Module can be suggested for (to be filled in for optional types)	-			
Level of the National Qualifications Framework	8 level			
Semester and duration of module	1 semester (1-10 weeks), 2 семестр (1-10 weeks)			
ECTS credits number	4 credits			
Total workload and time allotment	Directed study		Practicals	
	Lectures	Practicals	Labs	Self-directed study
	-	30/30	-	30/30
Language of instruction	English Ukrainian			
Module leader	<b>Tetiana Klochkova</b> Candidate of Ped.Sciences, Associate Professor of the Department of Foreign Languages			
11.1 Module leader contact information	<a href="mailto:taniaklochkova@ukr.net">taniaklochkova@ukr.net</a>			
Module description	Module 4 "Academic writing in a foreign language (English) for PhD students" 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 073 "Management". 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 (English) language, obtain new text, audio and video information from foreign sources, both printed and electronic.			
Module aim	The purpose of Module 4 "Academic writing in a foreign language (English) for PhD students" 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.			
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).			
The policy of academic integrity	Observance of academic integrity for applicants for higher education involves: independent performance of educational tasks,			

	<p>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 "Academic writing in a foreign language (English) 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:</p> <p>academic plagiarism - grade 0, repeated performance of the task;</p> <p>academic fraud - cancellation of points; re-assessment, re-execution of non-independently performed work;</p> <p>use of electronic devices during the final control of knowledge - removal from work, grade 0, re-passing the final control.</p>
Link in MOODLE	<a href="https://cdn.snau.edu.ua/moodle/course/view.php?id=4413">https://cdn.snau.edu.ua/moodle/course/view.php?id=4413</a>

## 2. CORRELATION BETWEEN MODULE LEARNING OUTCOMES (MLOs) AND PROGRAM LEARNING OUTCOMES (PLOs) 073 "Management"

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
	ПРН 1	ПРН 3	ПРН 5	
MLOs 1. <i>Speaking</i> , the ability to communicate in a foreign language in a specific professional / professional field, taking into account the peculiarities of the use of professional vocabulary, demonstrating grammatical correctness, lexical range and sociolinguistic correspondence of one's own dialogic speech.			+	Oral interview.
MLOs 2. <i>Listening</i> , the ability to hear and understand audio texts within the topics of Module, to recognize relevant information in the process of discussion, debate, report, conversation, etc.			+	Semester Test
MLOs 3. <i>Grammar</i> , the ability to use basic grammatical structures			+	Testing (multiple choice); written test at the end of

necessary to express relevant functions and concepts, as well as to understand and produce basic types of texts in the academic and professional fields.				the thematic block (unit), written exam.
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, summarize it and make a reasoned statement in a coherent form during the approbation of research results.	+	+	+	Semester test, written exam.
MLOs 5. <i>Ability to learn</i> ,  the ability to substantiate the cultural and anthropological meanings and ideas of Europe, issues of intercultural communication and the anthropological dimension of multiculturalism, as well as national traditions in the context of globalization and the formation of the culture of the knowledge society.	+	+	+	Oral interview; written test at the end of the thematic block (unit).
MLOs 6. <i>Writing</i> ,  the apply the terminology of scientific research, perform written translation and written annotation of texts from the relevant field of science in accordance with scientific ethics, have typical for scientific communication lexical and syntactic models of Ukrainian and foreign languages, differentiate various types of scientific texts and structure them according to current international standards			+	Semester Test

PLOs 01. Apply modern tools and technologies for searching, processing, and analyzing information, in particular, statistical methods for analyzing large volumes and/or complex structures of data, specialized databases, and information systems.

PLOs 03. Develop and research conceptual, mathematical, and computer models of processes and systems, effectively use them to obtain new knowledge and/or create innovative products in the field of management and related interdisciplinary areas.

PLOs 05. Deeply understand the general principles and methods of management sciences, as well as the methodology of scientific research, apply them in your own research in the field of management and in teaching practice.

### 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		
<b>1 semester</b>			
<b>Topic 1. Getting started in research.</b> Planning a career in science. Applying for research funding. Writing up a resume or CV. Preparing for an interview.	6	6	1,2,3,4
<b>Topic 2. The scientific community</b> Communicating with scientific communities. Writing a critical review. Completing a Material Transfer Agreement.	6	6	1,2,3,6,9
<b>Topic 3. Finding a direction for your research.</b> Doing a literature review. Using evidence in arguing a point. Taking part in a meeting.	6	6	1,2,3,4,10
<b>Topic 4. Designing an experiment.</b> Describing approaches to data collection. Designing an experimental set-up. Describing material phenomena and forces. Making predictions of experimental results.	6	6	1,2,3,5,8
<b>Topic 5. Describing an experiment.</b> Describing a process. Evaluating the results of an experiment. Describing problems with an experiment. Keeping a lab notebook.	6	6	1,2,3,4,7
<b>Total hours, 1 semester</b>	<b>30</b>	<b>30</b>	
<b>2 semester</b>			
<b>Topic 6. Writing up research 1: materials and methods.</b> Describing states and processes. Describing data: numbers/ numerical values. Writing up from lab notes	6	6	1,2,3,4
<b>Topic 7. Writing up research 2: presenting data.</b> Analyzing data (statistical analysis). Summarizing data in visual form. Writing captions for figures. Describing visual data.	6	6	1,2,3,6,10
<b>Topic 8. Writing up research 3: results and discussion.</b> Organizing the results and discussion sections. Preparing and writing the results section. Preparing and writing the discussion section.	6	6	1,2,3,5,8

<b>Topic 9. Writing up research 4: introduction and abstract.</b> Writing the introduction. Writing the abstract. Giving a title to your paper. Contacting journals.	6	6	1,2,3,4,6
<b>Topic 10. Presenting research at a conference.</b> Giving a paper at a conference. Socializing at a conference. Presenting a poster.	6	6	1,2,3,4,7
<b>Total hours, 2 semester</b>	<b>30</b>	<b>30</b>	
<b>Total hours, the whole course</b>	<b>60</b>	<b>60</b>	

#### 4. TEACHING AND LEARNING METHODS

MLOs	Teaching methods (directed study)	Hours	Learning methods (self-directed study)	Hours
MLOs 1.	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.	20	Written translation, compilation of a dictionary of professional terms.	20
MLOs 5.	Project method, creative tasks, “mental map”, presentation, writing a letter.	20	Search for information, writing emails, posts, short messages.	20
MLOs 6.				

#### 5. ASSESSMENT

##### 5.1. Diagnostic assessment

##### 5.2. Summative assessment

5.2.1. To assess the expected learning outcomes provided

No	Summative assessment methods	Grades	Deadline
1 semester			
1	Written test at the end of the thematic block (unit)	60 (20 x 3) / 60%	2, 4, 6 weeks
2	Testing (multiple choice)	15 / 15%	6 week
3	Oral interview	10 / 10%	8 week
4	Semester test	15 / 15%	10 week

2 semester				
1	Written test at the end of the thematic block (unit)		45 15 x 3) / 45%	6, 8, 10 weeks
2	Testing (multiple choice)		15 / 15%	6 week
3	Oral interview		10 / 10%	8 week
4	Written exam		30 / 30%	10 week

### 5.2.2. Assessment criteria

Component	Unsatisfactory	Satisfactory	Good	Excellent
Written test at the end of the thematic block	<12 <60% correct answers	12-15 60-74% correct answers	16-18 75-89% correct answers	19-20 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
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### 5.1. Formative Assessment

Nº	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

### 5.4. Distribution of points awarded to applicants during their studies

1 semester Direct and self-directed study		Total for modules	Final Test Exam	Total amount
Module 1 – 40 points	Module 2 – 60 points			
Topics 1-12	Topic 13-24	100		100
40	60			

2 semester Directed and self-directed study		Total for modules	Final Test Exam	Total amount
Module1 – 35 points	Module 2 – 35 points			
Topic 1-12	Topic 13-24	70	30	100
35	35			

## 6. LEARNING RESOURCES

### 6.1.1. Key resources

### 6.1.1. Textbooks, manuals:

1. Tamzen Armer. Cambridge English for Scientists. Student's Book. Cambridge University Press, 2011. – 108 p.
2. Armer Tamzen, Cagnolb B. Cambridge English for scientists Teacher's Book. Cambridge University Press, 2011. – 115 p.
3. Enhancing Academic Writing Skills Using a Peer Review Process (2020). How We Teach Now: The GSTA Guide to Transformative Teaching. Society for the Teaching of Psychology. Pp. 382-396  
URL:  
[https://www.researchgate.net/publication/341895252\\_Enhancing\\_Academic\\_Writing\\_Skills\\_Using\\_a\\_Peer\\_Review\\_Process](https://www.researchgate.net/publication/341895252_Enhancing_Academic_Writing_Skills_Using_a_Peer_Review_Process).
4. English for Everyone. Business English. Level 1. Practice Book. — Dorling Kindersley Limited, 2020. — 176 p.
5. Tetiana Klochkova. Quality Assurance as a Pre-Requisite for Proper Operation of Higher Educational System. Матеріали І Міжнародній науково-практичній Інтернет-конференції «Сучасні тенденції навчання студентів іноземних мов у мультикультурному академічному середовищі» – Режим доступу:  
<https://science.snau.edu.ua/wp-content/uploads/2021/05/ЗБІРНИК-матеріалів-конференції-1-1.pdf>.
6. Tetiana Klochkova. Trends in the Transformation of Doctoral Training from the Perspective of the European Higher Education Area. Science and Education a New Dimension. Pedagogy and Psychology. – Budapest, 2022. – No. 265. – P. 21-23  
<https://doi.org/10.31174/SEND-PP2022-265X103-02>
7. Tetiana Klochkova. Ensuring the Quality of Doctoral Training in the Context of the Development of the European Higher Education Area. Педагогічні науки : теорія, історія, інноваційні технології. – Суми, 2022. – № 6 (120).
8. Articles from English-language periodicals, professional literature

### 6.1.2. Other resources.

1. Professional dictionaries.
2. Original literature on the subject.
3. Popular science literature.

### 6.1.3. Informative resources

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

## Appendix 1

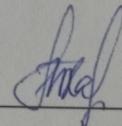
### Review of the work program (syllabus)

Parameter used to evaluate the work program (syllabus) of the educational component	Yes	No	Comment
General information about the educational component is sufficient	+		
Learning outcomes for the educational component correspond to the NQF	+		
Learning outcomes for the educational component correspond to those specified in the PRN (for compulsory type)	+		
Learning outcomes for the educational component make it possible to measure and assess the level of their achievement	+		
Learning outcomes relate to student competencies rather	+		

than course content (they include knowledge, abilities, and skills rather than topics covered in the course syllabus).			
Learning activities (teaching and learning methods) enable students to achieve the expected learning outcomes.	+		
The educational component involves learning through research	+		
The assessment strategy within the educational component is consistent with the policy of the University/faculty	+		
The assessment methods provided allow for the evaluation of the degree of achievement of learning outcomes for the educational component	+		
The workload of students is adequate for the scope of the educational component	+		
The recommended learning resources are sufficient to achieve learning outcomes	+		
The literature is relevant	+		

**Reviewers:**

Member of the  
Module Syllabus "Management" project team



(Kharchenko T.)

Lecturer at the Department  
of Foreign Languages  
Associate Professor



Marina BILOTSERKOVETS