

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

**Working Program (Syllabus) of the Educational Component**  
**EC 4 Ukrainian and Foreign Language for Academic Purposes**  
(compulsory)

To be implemented under the Academic Program “Agronomy”

Specialty H1 Agronomy

Third (educational and scientific) level of higher education

Sumy – 2025



**Information on the Revision of the Working Program (Syllabus):**

Academic year in which amendments are made	Appendix No. to the Working Program with a description of amendments	Amendments reviewed and approved		
		Date and number of the Minutes of the Meeting of the Department	Head of the Department	Guarantor of the Academic Program

1. GENERAL INFORMATION ON THE EDUCATIONAL COMPONENT					
1.	Name of EC	Ukrainian and Foreign Language for Academic Purposes (compulsory)			
2.	Faculty/Department (Chair)	Faculty of Biology and Technology/Department of Foreign Languages			
3.	Status of EC	Compulsory			
4.	Program/(Academic Program) Specialty encompassing EC	Agronomy/H1 Agronomy			
5.	EC can be suggested for	-			
6.	Level of the National Qualifications Framework	NQF – Level 8			
7.	Semester and duration of training	1st term (1-10 weeks), 2nd term (1-10 weeks)			
8.	Number of ECTS credits	4 credits			
9.	Total hours and their allocation	Face-to-face learning (classes)		Independent learning	
		Lectures	Practical	Laboratory	
		-	30/30	-	30/30
10.	Language of study	English and Ukrainian			
11.	Instructor/Educational Component Coordinator	Tetiana Klochkova, Associate Professor of the Department of Foreign Languages Consultations – Monday, from 12.15 to 13.00 (Main Building, Room 302)			
11.1	Contact information	<a href="mailto:taniaklochkova@ukr.net">taniaklochkova@ukr.net</a>			
12.	General description of the Educational Component	EC 4 Ukrainian and Foreign Language for Academic Purposes is a mandatory component of educational and professional programs in all specialties, in which PhD students are trained, in particular for the specialty H1 Agronomy. This academic discipline is based on the communicative method of language teaching, is an organic part of the formation of a specialist who must be able to communicate and discuss in English, acquire new textual, audio and video information from foreign sources, both in printed and electronic forms.			
13.	Purpose of the Educational Component	Purpose of EC 4 Ukrainian and Foreign Language for Academic Purposes is the formation of general and professionally oriented speech competencies (communicative, linguistic and socio-cultural)			

		among PhD students to ensure their effective communication at the professional level, studying global experience and achievements for further use in their practice; obtaining the latest professional information through foreign sources; improving professional communication in oral and written form, modern foreign language in professional communication, speech etiquette of communication, exchange of information in the process of everyday contacts in order to obtain information in a professionally-oriented industry.
14.	Prerequisites for studying of the Educational Component, connection with other educational components of the Academic Program	EC is based on command of English at the level of language proficiency – B2
15.	Academic Integrity Policy	<p>Compliance with academic integrity by PhD students provides for: unassisted meaningful doing of assignments, assignments of formative and summative assessment of learning outcomes; reference to sources of information in the case of using ideas, statements, information; compliance with the norms of copyright law; providing reliable information on the results of the PhD students' own learning (scientific, creative) activities.</p> <p>Violations of academic integrity within the scope of EC 4 Ukrainian and Foreign Language for Academic Purposes may include the following: academic plagiarism, academic fraud (cheating, using the thoughts, ideas, or writings of another person and passing them off as their own, taking the work of another person or source and using it as if it were their own), use of electronic devices during the summative knowledge assessment.</p> <p>For violation of academic integrity, PhD students may be brought to the following academic responsibility:</p> <p><b>academic plagiarism</b> – the mark of 0 (zero) is awarded for the component of assessment in question, repeated assignment is required;</p>

		<b>academic fraud</b> – cancellation of the points received; re-assessment, repeated completion of the assignments that are non-independently done; <b>use of electronic devices during the final control of knowledge</b> – suspension from work, the mark of 0 (zero) is awarded for the component of assessment in question, re-passing the summative assessment.
16.	Key words:	PhD student, thesis, research, career in science, studies, supervision

## 2. LEARNING OUTCOMES BY THE EDUCATIONAL COMPONENT (MODULE LEARNING OUTCOMES) AND THEIR RELATIONSHIP TO PROGRAM LEARNING OUTCOMES

Module Learning Outcomes: After learning the Educational Component, a PhD student is expected to be able to...	Program Learning Outcomes that EC aims to achieve					Method of assessing the Module Learning Outcomes
	PLO <sub>1</sub>	PLO <sub>3</sub>	PLO <sub>8</sub>	PLO <sub>10</sub>	PLO <sub>12</sub>	
MLO 1: <i>Speaking</i> To develop oral communication skills used in typical situations of educational, everyday, cultural and professional spheres, enabling individuals to express themselves clearly, fluently, and adaptively across diverse contexts, formulate their own opinion, express feelings about life phenomena, social and other problems, use a minimum number of professional terms	+	+	+	+	+	Oral questioning
MLO 2: <i>Listening</i> Effective listening skills can be cultivated through various strategies and activities within EC, such as providing explicit listening instruction, using audiovisual materials, conducting group discussions, employing active learning techniques, and offering opportunities for students	+	+		+		End-of-term module test

to practice and receive feedback on their listening abilities. Listening is a fundamental skill that supports PhD students' academic success, enhances their interpersonal communication skills, and prepares them for lifelong learning and engagement in various social and professional contexts						
MLO 3: <i>Grammar</i> To use basic grammatical structures required for expressing relevant functions and concepts, as well as for understanding and producing basic types of texts in academic and professional fields	+	+	+	+	+	Testing (multiple choice); written test upon completion of the topic block (unit), written exam
MLO 4: <i>Reading</i> To understand authentic texts of textbooks, newspapers, popular and specialized magazines and online sources in order to obtain basic information	+	+	+	+	+	End-of-term module test, written exam
MLO 5: <i>Ability to learn</i> To process various information in a foreign language; find, perceive, analyze, evaluate, apply in practice information obtained in verbal or other forms	+	+	+	+	+	Oral questioning; written test upon completion of the topic block (unit)
MLO 6: <i>Writing</i> To develop skills and strategies related to discipline-specific genres of writing and submit the required information in writing	+	+	+	+	+	End-of-term module test

PLO<sub>1</sub>. To apply advanced conceptual and methodological knowledge in the philosophy of science, agronomy and related fields, as well as research skills for planning and conducting relevant applied scientific research

PLO<sub>2</sub>. To put forward and test hypotheses, justify and interpret the results of theoretical analysis, experimental research, and mathematical or computer modeling

PLO<sub>5</sub>. To freely present and discuss with specialists and non-specialists the results of research, scientific and applied problems of agronomy in state and foreign languages, professionally reflect the results of research in scientific publications in leading international scientific publications

PLO<sub>6</sub>. To develop and implement scientific and innovative projects that allow solving scientific, technological, economic and organizational problems in agronomy in compliance with the norms of academic ethics and taking into account technical, social, economic, environmental and legal aspects

PLO<sub>8</sub>. To develop and teach professional agronomic disciplines in higher education institutions using modern training technology.

### 3. CONTENT OF THE EDUCATIONAL COMPONENT (PROGRAM OF THE ACADEMIC DISCIPLINE)

Topic. List of issues to be considered within the topic	Allocation within the total academic workload		Recommended literature
	Practical classes	Independent work	
<b>1st term</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. Scientific community</b> Communicating with scientific communities. Writing a critical review. Completing a Material Transfer Agreement.	6	6	1,2,3,6
<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
<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 for 1st term</b>	<b>30</b>	<b>30</b>	

2nd term			
<b>Topic 1. Sounds and letters. Ukrainian alphabet.</b> Intonation patterns. Nouns: plural forms. Socio-cultural area. Topic: <i>Let's get acquainted.</i> Vocabulary development. Lexical and grammatical exercises.	4	4	9,10
<b>Topic 2. Personal and possessive pronouns. Describing qualities and characteristics of nouns. Adjectives.</b> Socio-cultural area. Topic: <i>About Myself. And My Family.</i> Vocabulary development. Lexical and grammatical exercises.	4	4	9,10,11
<b>Topic 3. Verbs. Conjugation of verbs.</b> Verbs of the first and second conjugation. Practice exercises.	2	2	9,10,11
<b>Topic 4. Nouns: prepositional case.</b> Socio-cultural area. Topic: <i>The city where I study.</i> Vocabulary development. Lexical and grammatical exercises.	2	2	9,10,11
<b>Topic 5. Nouns: accusative case. Direct and indirect objects.</b> Socio-cultural area. Topic: <i>We study Ukrainian. My group and my teachers.</i> Vocabulary development. Lexical and grammatical exercises.	4	4	9,10,11
<b>Topic 6. Nouns: accusative case. Motion verbs йти, їхати.</b> Practice exercises. Socio-cultural area. Topic: <i>The city transport.</i> Vocabulary development. Lexical and grammatical exercises.	2	2	9,10,11
<b>Topic 7. Verbs: past and future tenses.</b> Socio-cultural area. Topic: <i>Time. Calendar. Seasons.</i> Vocabulary development. Lexical and grammatical exercises.	2	2	9,10,11
<b>Topic 8. Nouns: genitive, case.</b> Prepositions of place ( <i>біля, ліворуч (праворуч) з, посередині, спереду, позаду...</i> ). Definition of quantity ( <i>скільки, багато, мало + genitive case</i> ). Practice exercises. Topic: <i>My</i>	4	4	9,10,11

<i>Faculty.</i> Vocabulary development. Lexical and grammatical exercises.			
<b>Topic 9. Nouns: dative case</b> for indirect object and indicating age. Expression of human states ( <i>сумно, радісно, ...</i> ). Expression of necessity ( <i>треба, необхідно, ...</i> ). Practice exercises.	4	4	9,10,11
<b>Topic 10. Nouns: instrumental case.</b> Verbs <i>захоплюватися, цікавитися, займатися.</i> Socio-cultural area. Topic: <i>Free Time and Hobbies.</i> Vocabulary development. Lexical and grammatical exercises.	2	2	9,10,11
<b>Total for 2nd term</b>	<b>30</b>	<b>30</b>	
<b>Total</b>	<b>60</b>	<b>60</b>	

#### 4. LEARNING AND TEACHING METHODS

MLO	Teaching methods	Number of hours	Learning methods	Number of hours
MLO 1 MLO 2	Discussion, brainstorming, role-playing games, working in pairs, group work, presentation	10	Lexical and speech exercises. Preparation of oral reports	10
MLO 3	Development of grammatical structures in various types of speech activity. Training exercises (multiple choice, error correction, filling in gaps)	10	Grammar exercises	10
MLO 4	Oral and written translation, drawing up a test card, retelling the text	20	Written translation, compilation of a glossary of professional terms	20
MLO 5 MLO 6	Project method, creative tasks, "mental" map, presentation, writing a letter	20	Search for information, writing emails, posts, and short messages	20

## 5. ASSESSMENT BY THE EDUCATIONAL COMPONENT

### 5.1. Diagnostic assessment

### 5.2. Summative assessment

#### 5.2.1. Intended learning outcomes methods

No.	Summative assessment methods	Grades	Deadline
1st term			
1	Written test upon completion of the thematic block (unit)	60 (20 x 3) / 60%	2, 4, 6 weeks
2	Testing (multiple choice)	15 / 15%	2nd week
3	Oral questioning	10 / 10%	4th week
4	Term test	15 / 15%	6th week
2nd term			
1	Written test upon completion of the thematic block (unit)	45 (15 x 3) / 45%	6, 8, 10 weeks
2	Testing (multiple choice)	15 / 15%	6th week
3	Oral questioning	10 / 10%	8th week
4	Written exam	30 / 30%	10th week

#### 5.2.2. Assessment criterion

Summative assessment method	Unsatisfactory	Satisfactory	Good	Excellent
Written test upon completion of the thematic block (unit)	<12 <60% Correct answers	12-15 60-74% Correct answers	16-18 75-89% Correct answers	19-20 90-100% Correct answers
Mid-term testing	<9 <60% Correct answers	9-11 60-74% Correct answers	12-14 75-89% Correct answers	15 90-100% Correct answers
Oral questioning	<6 Insufficient amount of knowledge required for communication and interaction. Insufficient language skills.	7-9 Basic language communication skills in a foreign language. Full sample playback. Language simplified. Use of language	10-12 Language is lexically and grammatically diverse. Statements are logical, reasoned and based on known algorithms.	13-15 Content of the statement corresponds to the situation of communication, differs in consistency, completeness, argumentation, expression of

	Answers to the question with gross errors	cliché with numerous errors that complicate understanding content.	Errors are made on the studied program material (6-7 errors)	one's own point of view. The language is lexically and Grammatically diverse, 1-3 errors are allowed
Written exam	<18 <60% Correct answers	18-21 60-74% Correct answers	22-26 75-89% Correct answers	27-30 90-100% Correct answers

## 5.2. Formative assessment

Formative exercises are designed to enable students to develop particular aspects of their learning, prior to summative assessments. Formative exercises are designed to assist students in using feedback and self-reflection to manage and develop their learning so that they can see how to improve their work.

No.	Formative assessment elements	Date
1	Lexical test with teacher's feedback	monthly
2	Grammar test with teacher's feedback	monthly
3	Oral presentations (discussions, debates)	monthly
4	Self- assessment and peer-assessment	Upon completion of the thematic block (unit)
5	Monitoring of students' participation in educational activities (oral comments and instructions of teachers)	weekly

## 6. LITERATURE

### 6.1. Key resources

#### 6.1.1. Textbooks:

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 I 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.

9. Гейченко К., Цупікова О., Агіна О., Коновальчук Н., Гриценко О. Українська мова від А і до Я для іноземних студентів: підручник. Запоріжжя: ЗДМУ, 2021, 582 с.

10. Дегтярьова Т. Українська мова у таблицях та коментарях. Суми: СумДУ, 2021, 123 с.

11. Лущик Ю.М., Циганок Г.М. Українська мова як іноземна: Вступний лексико-фонетичний курс: Навчальний посібник для практичних занять і самостійної роботи. – Суми: Сумський національний аграрний університет, 2022. – 226 с.

#### 6.1.2. Additional sources

1. Professional dictionaries.

2. Original literature on the specialty.

3. Popular science literature.

#### *Online resources*

1. <http://www.eb.com/Britannica>

2. <http://www.bbc.co.uk/>

3. <http://www.online-literature.com/>

4. Є-мова (комплексна онлайн-платформа й офлайн-програма для вивчення української мови). URL: <http://emova.language-ua.online/>