

Course Descriptor

Title of the course	Academic Writing		
Title of the Academic Programme	Master's Program: <i>Applied and Interdisciplinary History 'Usable Pasts'</i>		
Type of the course	An adaptation course		
Prerequisites	English proficiency equivalent to B2 and higher (CEFR)		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	44 hours	70 hours	114 hours
Course Overview	The course is aimed at building academic writing skills necessary for a successful completion of a master's program, including writing course papers and preparing a master's thesis.		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> - Knowledge of essential academic writing rules - Ability to plan and write an successful academic paper - Ability to paraphrase and summarize academic texts and synthesize information - Ability to format academic manuscripts using a chosen publication style - Ability to incorporate evidence into academic work properly and to avoid plagiarism 		
Indicative Course Content	Academic literature search. Annotated bibliographies. Summarizing, paraphrasing and synthesizing. Writing paragraphs. Reporting information and citing properly. Avoiding plagiarism. Reference management software. Planning and writing sections of an academic manuscript (introduction, problem statement, literature review, methodology, results, discussion, conclusion, abstract).		
Teaching and Learning Methods	The course consists of lectures (20 hours) and tutorials (24 hours). Lectures provide students with general information about academic writing and focus on important concepts related to developing academic manuscripts. The tutorials involve peer-review sessions and feedback on student' written work, practice activities and exercises aimed at developing strong writing skills.		
Indicative Assessment Methods and Strategy	Students' progress will be measured by homework assignments and class participation (50% of the final grade), a midterm exam (10%), and a final exam. The final exam is a take-home paper (a reflective essay-proposal) that amounts to 40% of the final grade.		
Readings / Indicative Learning Resources ¹	<p>Mandatory:</p> <p style="text-align: center;">McCormack, J, Slaght, J. (2012). <i>English for academic study: Extended writing and research skills</i>. Garnet Education</p>		

¹ Indicative Learning Resources - to be filled either in the Course descriptor or in the Course Syllabus.

	<p>Sowton, Ch. (2012). <i>50 Steps to improving your academic writing</i>. Garnet Education</p> <p>Optional:</p> <p>Cottrell, S. (2011). <i>Critical thinking skills: Developing effective analysis and argument</i>. Palgrave</p> <p>Kuzmenkova, Yu. B. (2011). <i>Academic project presentations: Student's Workbook</i>. Moscow: Izdatelstvo Moskovskogo Universiteta [Moscow University Press]</p> <p>Menyailo, V. V., Tuliakova, N. A., Chumilkin, S. V. (2017). <i>Developing Academic Literacy</i>, 2nd edition. Moscow: Yurait.</p> <p>Peck, J., Coyle, M. (2012). <i>The student's guide to writing</i>. Palgrave</p> <p>Swales, J., Feak, C. (2012). <i>Academic writing for graduate students</i>. The University of Michigan: Ann Arbor.</p> <p>Swales, J., Feak, K. (2012). <i>Telling a research story. Writing a literature review</i>. Michigan Press</p>
Course Instructor	Vladimir Pavlov, PhD, Assistant Professor

Course Syllabus

1 year

Title of the course	Academic Writing				
Title of the Academic Programme	Master's Program: <i>Applied and Interdisciplinary History 'Usable Pasts'</i>				
Type of the course	An adaptation course				
Prerequisites	English proficiency equivalent to B2 and higher (CEFR)				
ECTS workload	3				
Total indicative study hours	Directed Study	Self-directed study	Total		
	44 hours	70 hours	114 hours		
Course Overview	The course is aimed at building academic writing skills necessary for a successful completion of a master's program, including writing course papers and preparing a master's thesis.				
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> - Knowledge of essential academic writing rules - Ability to plan and write an successful academic paper - Ability to paraphrase and summarize academic texts and synthesize information - Ability to format academic manuscripts using a chosen publication style - Ability to incorporate evidence into academic work properly and to avoid plagiarism 				
Teaching and Learning Methods	The course consists of lectures (20 hours) and tutorials (24 hours). Lectures provide students with general information about academic writing and focus on important concepts related to developing academic manuscripts. The tutorials involve peer-review sessions and feedback on student' written work, practice activities and exercises aimed at developing strong writing skills.				
Content and Structure of the Course					
#	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
Module 1					
1	Introduction to the course. Writing a project proposal.	4	1	3	6
2	Literature search for academic projects	4	2	2	6
3.1	Referencing literature. Writing an annotated bibliography.	8	3	5	14
Module 2					

3.2	Referencing (continued)	4	2	2	5
4	The structure of a research paper (article). Writing paragraphs. Introduction and Conclusion.	12	6	6	19
5	Building critical writing skills. Writing a literature review and a reflective essay-proposal.	12	6	6	20
Total study hours		44	20	24	70

Indicative Assessment Methods and Strategy Students' progress will be measured by homework assignments and class participation (50% of the final grade), a midterm exam (10%), and a final exam. The final exam is a take-home paper (a reflective essay-proposal) that amounts to 40% of the final grade.

Readings / Indicative Learning Resources

Mandatory:

McCormack, J, Slaght, J. (2012). *English for academic study: Extended writing and research skills*. Garnet Education

Sowton, Ch. (2012). *50 Steps to improving your academic writing*. Garnet Education

Optional:

Cottrell, S. (2011). *Critical thinking skills: Developing effective analysis and argument*. Palgrave

Kuzmenkova, Yu. B. (2011). *Academic project presentations: Student's Workbook*. Moscow: Izdatelstvo Moskovskogo Universiteta [Moscow University Press]

Menyailo, V. V., Tuliakova, N. A., Chumilkin, S. V. (2017). *Developing Academic Literacy*, 2nd edition. Moscow: Yurait.

Peck, J., Coyle, M. (2012). *The student's guide to writing*. Palgrave

Swales, J., Feak, C. (2012). *Academic writing for graduate students*. The University of Michigan: Ann Arbor.

Swales, J., Feak, K. (2012). *Telling a research story. Writing a literature review*. Michigan Press

Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	20
	Assignments for seminars / tutorials / labs	+	30
	E-learning / distance learning (MOOC / LMS)	-	
	Fieldwork	-	

	Project work	+	10
	Other (please specify)		
	Preparation for the exam	+	10
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials		
Facilities, Equipment and Software	Use of the following equipment: a computer, a projector, a screen, a whiteboard, sound-producing equipment.		
Course Instructor	Vladimir Pavlov, PhD, Assistant Professor		

Intended Learning Outcomes (ILO) Delivering

Programme ILO(s)	Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
LO4	Able to outline the need for resources and plan its using for solving professional problems	Problem-solving tasks, in-class group work, tutorials	Homework assignments, in-class group assignments
LO5	Work with information: find, define and use the information from different sources which required for solving of research and professional problems (including the system approach)	Problem-solving tasks, in-class group work, tutorials	Homework assignments, in-class group assignments
LO8	Able to efficiently communicate based on the goals and communication situations	Problem-solving tasks, in-class group work, tutorials	Homework assignments, in-class group assignments

Course Content

Topic	Content
<i>Topic 1:</i> Introduction to the course. Writing a project proposal.	Stages of the writing process. Scheduling your project work. English academic writing: academic vocabulary, grammar, punctuation.
<i>Tema 2:</i> Literature search for academic projects	Searching for academic literature sources. Reading academic journals and book chapters. Reviewing effective reading strategies (reading abstracts, understanding the text structure, scanning, skimming, facts vs. opinions, taking notes). Keeping records of academic sources: bibliographic software (e.g., Endnote). Selecting your topic and working title.
<i>Topic 3:</i> Referencing literature. Writing an annotated bibliography.	Supporting your arguments. Referencing. Publication Styles. Plagiarism and how to avoid it. Paraphrasing. Presenting data and statistics. Formatting (title page, table of contents, headings, references). Writing an annotated bibliography.
<i>Topic 4:</i> The structure of a research paper (article). Writing paragraphs. Introduction and Conclusion.	Planning your research paper. Structure of a research paper. Writing paragraphs (thesis, unity, focus, cohesion and coherence); Writing introductions and conclusions.
<i>Topic 5:</i> Building critical writing skills. Writing a literature review and a reflective essay-proposal.	Arguments; summarizing, synthesizing, evaluation; writing a literature review. How to make your writing more academic? Focus on style. Grammar and punctuation (continued). Building vocabulary range. Writing and editing the essay draft.

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules	
		1	2
Formative Assessment	Mini-Tests	+	+
	Mini-Essays	+	+
	Report/Presentation	+	+
	Project	+	+
	In-class Participation	+	+
Interim Assessment (if required)	An annotated bibliography	+	
Summative Assessment	Exam (a reflective essay)		+

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-2)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Written Assignments (Mini-Essays, Tests/Quizzes, etc.)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; displays little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

Annotated Bibliography

(two assessment criteria, maximum 5 points for each; total – maximum 10 points):

Points	Criterion 1: Content	Criterion 2: Accuracy
5	Five sources (articles) have been annotated; each annotation includes a short summary and an evaluation of the article.	The language is concise, clear, and the ideas are organized logically. The format meets the requirements. Vocabulary and grammar are varied. Only minor slips and errors may persist.
4	At least four sources have been annotated; the content generally meets the requirements.	The language is generally concise, clear and logical, but there are some slips. The format generally meets the requirements. Vocabulary and grammar are rather varied. There are errors, but they rarely impede communication.
3	At least three sources have been annotated, but the student either only summarizes or only evaluates the annotated articles.	The format may be inappropriate in places. Vocabulary and grammar are not varied. Some errors may impede communication.
2	At least two sources have been annotated, but the task requirements are not always followed.	Significant errors in formatting. Vocabulary and grammar are not varied, and there are numerous errors, many of which impede communication.
1	The student did not complete the task, or the paper does not meet the requirements.	Rules of English academic writing have not been followed. The language is not concise, unclear and illogical. The format does not meet the requirements. Vocabulary and grammar are not varied, and there are numerous errors, many of which impede communication.

**Exam: A reflective essay-proposal outlining the student's future research.
(two assessment criteria, maximum 5 points for each; total – maximum 10 points):**

Points	Criterion 1: Content	Criterion 2: Accuracy
5	All the required components of the task have been included and fully developed and extended. The content fully meets the requirements.	The language is concise, clear, and the ideas are organized logically. The format meets the requirements. Vocabulary and grammar are varied. Only minor slips and errors may persist.
4	All the required components of the task have been included, but not fully developed and extended. The content generally meets the requirements.	The language is generally concise, clear and logical, but there are some slips. The format generally meets the requirements. Vocabulary and grammar are rather varied. There are errors, but they rarely impede communication.
3	One of the required task components is missing. The ideas are discussed only superficially, but the essay generally meets the requirements.	The format may be inappropriate in places. Vocabulary and grammar are not varied. Some errors may impede communication.
2	Two or three of the required task components are missing. The ideas are discussed only superficially, and the essay does not fully meet the requirements.	Significant errors in formatting. Vocabulary and grammar are not varied, and there are numerous errors, many of which impede communication.
1	The student did not complete the task. The essay does not meet the requirements.	Rules of English academic writing have not been followed. The language is not concise, unclear and illogical. The format does not meet the requirements. Vocabulary and grammar are not varied, and there are numerous errors, many of which impede communication.