

## Academic Writing for Doctoral Students

### About the course

This course will help non-native English speakers to improve their writing skills to facilitate functioning in English in the academia. The focus is on pragmatics with special emphasis on developing written scholarly texts but it also includes academic correspondence with the intention of communicating ideas more efficiently. The participants will have ample opportunity to practice using English for such academic purposes. An assumed level of participants' proficiency in written English for this course is B2+ or higher. The postgraduate level of performance is expected where it is assumed that the participants are, to a great extent, responsible for their own learning. The participants are expected to complete all assignments on time in a thorough and high quality manner.

Nazwa kursu	<b>Academic Writing for Doctoral Students</b> Pisany język angielski do celów akademickich dla studentów studiów doktorskich
Nazwa jednostki prowadzącej przedmiot	<b>Szkoła Doktorska Nauk Społecznych UJ</b>
Język przedmiotu	English
Efekty kształcenia dla warsztatów ujęte w kategoriach: wiedzy, umiejętności i kompetencji społecznych	The course participant: <ul style="list-style-type: none"><li>- knows the structure of a sentence and the role of word order</li><li>- can structure a paragraph and recognize the role of a topic sentence</li><li>- can recognize redundancy in a sentence</li><li>- knows how to avoid ambiguity and vague language</li><li>- can use appropriately function words and phrases to take care of text coherence</li><li>- can recognize the relation between the form and its meaning in academic texts</li><li>- knows a wide repertoire of commonly used phrasal elements in academic English (generic phrases and words)</li><li>- recognizes the role of feedback from specialists and non-specialists in his/her area of expertise</li><li>- can deliver constructive feedback on his peer's work</li><li>- recognizes the role of the writer and reader</li></ul>
Typ warsztatów liczba uczestników	Optional Number of participants -10 persons
Imię i nazwisko osoby prowadzącej warsztat	Dr Monika Stawicka
Sposób realizacji	Workshop online
Wymagania wstępne	English language competence with a focus on writing skills at B2+ minimum (according to CEFR)
Bilans godzinowy dla uczestnika warsztatów	- 20 contact hours; the course covers 6 meetings of 3 class hours each and one meeting of 2 hours. In online courses some modifications in hours distribution is possible. - 10 hours Student's own work: preparation of written tasks
Punkty ECTS	2
Metody dydaktyczne	- project method - case studies

	<ul style="list-style-type: none"> <li>- mini presentations</li> <li>- providing dynamic feedback from the teacher</li> </ul>
Metody sprawdzania efektów kształcenia uzyskanych przez uczestników warsztatów	<p>ZAL – Ocena</p> <p>Formative assessment – continuous individual assessment of the participant’s written tasks</p> <p>Summative assessment – on the basis of final written assignment (details will be provided in due course)</p>
Forma i warunki zaliczenia warsztatów	<ul style="list-style-type: none"> <li>- participation in workshops</li> <li>- performing written micro-tasks on time</li> <li>- delivering final assignment on time with the focus on the specificity of the participant’s area of expertise (details will be provided in due course)</li> </ul>
Treści warsztatów	<ul style="list-style-type: none"> <li>- differences between Polish academic culture and Anglo-Saxon academic culture with a focus on written style</li> <li>- writer as mediator and facilitator</li> <li>- features of effective academic English</li> <li>- readability factors</li> <li>- reading; developing critical approaches; facts and opinions</li> <li>- organizing paragraphs</li> <li>- understanding the role of titles and key words</li> <li>- use (and abuse) and functions of hedging</li> <li>- summarising and paraphrasing</li> <li>- unintentional plagiarism</li> <li>- types of conjunctions;</li> <li>- cohesion; reference words; preventing confusion</li> <li>- the role of passive voice</li> <li>- recognizing stylesheets in students’ own disciplines (formatting the text)</li> <li>- models of selected academic genres (e.g. abstract, research article, summary) and selected transactional emails</li> <li>- formulating aims, results, limitations, conclusions, etc.</li> <li>- evaluation of micro-tasks (self-assessment, peer feedback, instructor’s feedback)</li> <li>- workshop evaluation</li> </ul>
Wykaz literatury podstawowej i uzupełniającej	<ul style="list-style-type: none"> <li>- participant’s own written samples</li> <li>- selected authentic materials</li> <li>- tutor’s own material (in the form of handouts and PPPs)</li> <li>- Wallwork, A. English for Academic Correspondence, Springer, 2016.</li> <li>- Wallwork, A. English for Academic Research: A Guide for Teachers, Springer, 2016.</li> <li>- Using English for Academic Purposes. A Guide for Students in Higher Education <a href="http://www.uefap.com">www.uefap.com</a></li> <li>- Stawicka, M. W poszukiwaniu nowej równowagi w nauczaniu języków obcych w szkole wyższej, Księgarnia Akademicka, 2015.</li> <li>- CEFR, Council of Europe, CUP, 2001.</li> </ul> <p>Selected internet sources:</p> <ul style="list-style-type: none"> <li>- <a href="http://www.abstract.jci.uj.edu.pl/best-practices/useful-phrases">http://www.abstract.jci.uj.edu.pl/best-practices/useful-phrases</a></li> <li>- <a href="http://englishplusplus.jci.uj.edu.pl/presentation/phrases/index.html">http://englishplusplus.jci.uj.edu.pl/presentation/phrases/index.html</a></li> <li>- <a href="https://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/contents">https://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/contents</a></li> </ul>