**Syllabus of an educational component of a degree programme**

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| Name of unit conducting a component | ***Doctoral School of Social Sciences*** |
| Name of an educational component | Academic Writing and Oral Presentation of Research Results |
| Language of education | English |
| Goals of education | * developing practical knowledge of academic text writing (abstract, introduction, methodology, discussion, conclusion) and preparation of official documents relating to academic and professional career (CV, application letter, report, questionnaire) * practicing the ability to present research results for an academic audience in oral and written form * developing the knowledge of vocabulary, sentence structures and collocation choices typical for academic discourse. |
| Learning outcomes of an educational component | * ability to develop ideas with logical support, including the use of informed opinion, facts, and their interpretations * ability to analyze and synthesize information; draw inferences from data; draw conclusions from arguments; and distinguish facts from opinion * ability to write both independently and in collaboration with others * ability to assess and address appropriately the character and needs of an explicit audience * increase of vocabulary and sentence variety, using Edited American or British English |
| Verification methods and assessment criteria of learning outcomes obtained by students |  |
| Type of an educational component (obligatory/optional) | optional |
| Year of study | 1 st |
| Semester | summer |
| Name and surname of the coordinator of a component and/or person/s conducting a component | Magdalena Paluszkiewicz-Misiaczek |
| Name and surname of person/s conducting an examination or granting credit in the case when this is other person than conducting a component | -/- |
| Manner of completion | Direct Participation and online learning 50/50 |
| Preliminary and additional requirements | B2 knowledge of English |
| Type and number of hours of courses requiring  direct participation of academic staff and students, if in a given component such courses are included | 15 out of 30 |
| Number of ECTS credits assigned to a component | 2 |
| Balance of ECTS credits | 2 |
| Applied teaching methods | practice based learning; task based approach; vocabulary integration; use of mentor text |
| Form and conditions of passing a component, including conditions of allowing to take an examination, as well as form and conditions of passing each type of courses included in a given component | Students will be asked to submit written tasks, prepare oral presentations and write short tests. Final mark will be established on the basis of the results of written tasks handed in during the course; oral presentation of research results delivered during the class and academic vocabulary progress - checked on the basis of written short tests. |
| Content of an educational module (with division into forms of courses completion) | formal vs informal language (test, written tasks)  vocabulary for academic purposes (test, written tasks)  conscious use of grammar (test, written tasks)  text editing (written tasks)  information condensation (written tasks)  structure of academic texts - introduction, methodology, discussion, conclusion, abstract (test, written tasks)  official documents relating to academic and professional career - CV, application letter, report, questionnaire (test, written tasks)  academic integrity and copyright (written tasks)  oral presentation of research results - elevator pitch, multimedia presentation (oral presentation) |
| List of basic as well as supplementary literature, knowledge of which is required in order to pass a given component | J. Swales, Ch. Feak. Academic Writing for Graduate Students. Essential Tasks and Skills, University of Michigan Press, 2008.  M. McCarthy, F. O'Dell, Academic Vocabulary in Use, Cambridge University Press, 2008.  J. Morley, I. People, Words for ideas, Express Publishing, 2004.  J. Morley, I. People, P. Doyle, University Writing Course, Express Publishing, 2016.  R. Macpherson, English for Writers and Translators, Wydawnictwo Naukowe PWN, 1996.  S. Taylor, Model Business Letters, E-mails and Other Business Documents, Prentice Hall, 2009. |