

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 12 Methodology of Preparing Scientific Papers in a Foreign Language
(English) (compulsory)**

To be implemented under the Academic Program “Food Technology”

Specialty 181 Food Technology

Third (educational and scientific) level of higher education

Sumy – 2023

Developed by:  Tetiana KLOCHKOVA, PhD in Pedagogy,
Associate Professor of the Department of Foreign Languages

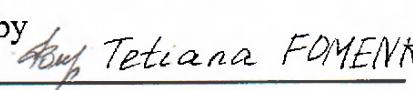
Reviewed, agreed upon and approved at the Meeting of the Department of Foreign Languages	Minutes No. 12 dated June 05, 2023
Head of the Department of Foreign Languages	 Tetiana KLOCHKOVA

Approved by:

Guarantor of the Academic Program  Oksana MELNYK

Dean of the Faculty implementing Academic Program  Nataliia BOLHOVA

Head of Doctoral and Post-Doctoral Studies Department  Svitlana YAROSHCHUK

Review of the Academic Program (attached) by 

Methodologist of the Department of Education Quality Assurance, Licensing and Accreditation  (N. Bognarik)

Registered in the electronic database: date: 04.07. 2023

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	Methodology of Preparing Scientific Papers in a Foreign Language (English) (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	Food Technology/181 Food Technology		
5.	EC can be suggested for	-		
6.	Level of the National Qualifications Framework	NQF – Level 8		
7.	Semester and duration of training	3rd term (1-15 weeks)		
8.	Number of ECTS credits	3 credits		
9.	Total hours and their allocation	Face-to-face learning (classes)		
		Lectures	Practical	Laboratory
		-	40	-
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	taniaklochkova@ukr.net		
12.	General description of the Educational Component	EC 12 Methodology of Preparing Scientific Papers in a Foreign Language (English) is a mandatory component of educational and professional programs in all specialties, in which applicants are trained at the 3rd level of higher education, in particular for specialty 181 Food Technology. The academic discipline is based on the communicative method of teaching a language, is an organic part of the formation of a specialist who must be able to freely present and discuss research outcomes in their area of expertise, communicate and discuss in English, obtain new scientific information from foreign sources, both printed and electronic forms		

13.	Purpose of the Educational Component	<p>Purpose of EC 12 Methodology of Preparing Scientific Papers in a Foreign Language (English) is the formation of general and professionally oriented written competencies 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</p>
14.	Prerequisites for studying of the Educational Component, connection with other educational components of the Academic Program	<p>EC is based on command of English at the level of language proficiency – B2</p>
15.	Academic Integrity Policy	<p>Compliance with academic integrity by PhD students provides for: unassisted meaningful doing of tasks, 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 12 Methodology of Preparing Scientific Papers in a Foreign Language (English) 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>academic plagiarism – the mark of 0 (zero) is awarded for the component of assessment in question, repeated assignment is required;</p> <p>academic fraud – cancellation of the points received; re-assessment, repeated completion of the assignments that are non-independently done;</p> <p>use of electronic devices during the final control of knowledge – suspension from work, the mark of 0 (zero) is awarded for the component of assessment in question, re-passing the summative assessment.</p>
16.	Link to MOODLE	https://cdn.snau.edu.ua/moodle/course/view.php?id=4153

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 ₁	PLO ₅	
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 to practice and receive feedback on their listening abilities. Listening is a	+		End-of-term module test

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			
<p>MLO 3: Grammar</p> <p>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</p>	+	+	Testing (multiple choice); written test upon completion of the topic block (unit), written exam
<p>MLO 4: Reading</p> <p>To understand authentic texts of textbooks, newspapers, popular and specialized magazines and online sources in order to obtain basic information</p>	+	+	End-of-term module test, written exam
<p>MLO 5: Ability to learn</p> <p>To process various information in a foreign language; find, perceive, analyze, evaluate, apply in practice information obtained in verbal or other forms</p>	+	+	Oral questioning; written test upon completion of the topic block (unit)
<p>MLO 6: Writing</p> <p>To develop skills and strategies related to discipline-specific genres of writing and submit the required information in writing</p>	+	+	End-of-term module test

PLO₁ To freely present and discuss with specialists and non-specialists the results of research, scientific and applied problems in the field of food technology in the state and foreign languages, professionally reflect the research findings in scientific publications in compliance with the principles of professional ethics and academic integrity.

PLO₅ To have advanced conceptual and methodological knowledge, demonstrate previous knowledge in the field of food technology and among subject areas, sufficient for conducting scientific and applied research with the method of obtaining new knowledge and/or development of innovation on par with current world achievements of science and 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	

3rd term			
1. Process of writing a scientific research paper (free writing, brainstorming, clustering)	2	2	1,2,3,4,8,9
2. Writing a scientific text (structure, lexical material, logical sequence, plagiarism, speech styles)	2	2	1,2,3,5
3. Description of factual material, direct and indirect citation (punctuation)	2	2	1,2,3,6
4. Coordination of tenses in direct and indirect citation	2	2	1,2,3,7
5. Description of a scientific research paper (structure, lexical material, logical sequence, plagiarism)	2	2	1,2,3,6
6. Transitional words and phrases for the logical presentation of a scientific text	2	2	1,2,3,4
7. Tokens for describing chronological order. Cause-and-effect constructions in a scientific text	2	2	1,2,3
8. Comparative constructions in a scientific text. Contrastive constructions in a scientific text	2	2	1,2,3,5
9. Retelling a text of scientific content	2	2	1,2,3,4
10. Writing an annotation. Argumentation as a method of conducting a scientific dispute	2	2	1,2,3,7
11. Motivation for writing a scientific research paper and choosing the required academic publication	2	2	1,2,3,4
12. Requirements for publications of Scopus, Web of Science, etc. in various scientific areas	2	2	1,2,3,6
13. Writing and approving a review	2	2	1,2,3,4
14. Foreign literature as a source for compiling a terminological dictionary	2	2	1,2,3,5
15. Features of translating economic, biological, technical, legal terminology	2	4	1,2,3,6
16. Main stable scientific phrases	2	2	1,2,3,4
17. Language means of attracting the audience's attention	2	4	1,2,3,5
18. Preparation of mini-presentations on the topic of research	2	4	1,2,3,6

19. Basic requirements for accessibility and clarity of scientific expression	2	4	1,2,3,4
20. Preparation of a report for a speech at a scientific conference	2	4	1,2,7,8,
Total	40	50	

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	10	Written translation, compilation of a glossary of professional terms	10
MLO 5 MLO 6	Project method, creative tasks, “mental” map, presentation, writing a letter	10	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
3rd term			
1	Written test upon completion of the thematic block (unit)	45 (15 x 3) / 45%	5, 10, 14 weeks
2	Testing (multiple choice)	15 / 15%	8 weeks
3	Oral questioning	10 / 10%	12 weeks ь
4	Written exam	30 / 30%	15 weeks

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. Answers to the question with gross errors	7-9 Basic language communication skills in a foreign language. Full sample playback. Language simplified. Use of language cliché with numerous errors that complicate understanding content.	10-12 Language is lexically and grammatically diverse. Statements are logical, reasoned and based on known algorithms. Errors are made on the studied program material (6-7 errors)	13-15 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
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. Stephen Baily. Academic Writing. A handbook for international students. Fifth edition. Routledge. – 2018, 663 pp.
2. Murphy, Raymond. Essential grammar in Use. – Cambridge University Press, 5th edition, 2019.
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
4. Klochkova T. I. Improvement in the Methodological Support for English Language Teaching in a Modern University. / T.I. Klochkova // Theoretical and Methodological Problems of Children and Youth Education: Collection of research papers. Thematic issue "Higher Education of Ukraine in the Context of Integration to the European Education Space". - Issue 21. – B. 3. – Vol. III (77). – K.: – Hnozis, 2017. – P. 276-284
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. Articles from English-language periodicals, professional literature.

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/>
2. <http://www.bbc.co.uk/>
3. <http://www.online-literature.com/>