МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное автономное образовательное учреждение высшего образования

"Казанский (Приволжский) федеральный университет"

Институт международных отношений

Высшая школа исторических наук и всемирного культурного наследия

Программа дисциплины
ФТД.01 Академическая коммуникация

Направление подготовки: 51.04.01 - Культурология

Направленность (профиль) подготовки: Современные культурные индустрии

Квалификация выпускника: магистр

Форма обучения: очная

Язык обучения: русский

Год начала обучения по образовательной программе: 2024

Содержание

Программу дисциплины разработал(а)(и) доцент, к.н. (доцент) Хованская Е.С. (кафедра иностранных языков, Высшая школа иностранных языков и перевода), Ekaterina.Khovanskaya@kpfu.ru

1. Перечень планируемых результатов обучения по дисциплине (модулю), соотнесенных с планируемыми результатами освоения ОПОП ВО

Обучающийся, освоивший дисциплину (модуль), должен обладать следующими компетенциями:

Шифр компетенции	Расшифровка приобретаемой компетенции
УК-4	Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия

Обучающийся, освоивший дисциплину (модуль):

Должен знать:

приемы и методы профессиональной коммуникации на государственном и иностранном языках, формы академического и профессионального взаимодействия

Должен уметь:

использовать современные коммуникативные технологии в научном и профессиональном взаимодействии

Должен владеть:

навыками научной коммуникации на государственном и иностранном языках

2. Место дисциплины (модуля) в структуре ОПОП ВО

Данная дисциплина (модуль) включена в раздел " ФТД.01 Академическая коммуникация Факультативные дисциплины" основной профессиональной образовательной программы 51.04.01 "Культурология (Современные культурные индустрии)".
Осваивается на 1 курсе в 2 семестре.

3. Объем дисциплины (модуля) в зачетных единицах с указанием количества часов, выделенных на контактную работу обучающихся с преподавателем (по видам учебных занятий) и на самостоятельную работу обучающихся

Общая трудоемкость дисциплины составляет 2 зачетных(ые) единиц(ы) на 72 часа(ов).

Контактная работа - 37 часа(ов), в том числе лекции - 0 часа(ов), практические занятия - 36 часа(ов), лабораторные работы - 0 часа(ов), контроль самостоятельной работы - 1 часа(ов).

Самостоятельная работа - 35 часа(ов).

Контроль (зачёт / экзамен) - 0 часа(ов).

Форма промежуточного контроля дисциплины: зачет во 2 семестре.

4. Содержание дисциплины (модуля), структурированное по темам (разделам) с указанием отведенного на них количества академических часов и видов учебных занятий

4.1 Структура и тематический план контактной и самостоятельной работы по дисциплине (модулю)

N	Разделы дисциплины / модуля	Семестр	Виды и часы контактной работы, их трудоемкость (в часах)			Самостоятельная работа

		Лекции	Практические занятия	КСР	
1.	Тема 1. Academic writing as it is	2	0	4	0	4
2.	Тема 2. Writing a Paragraph	2	0	4	0	4
3.	Тема 3. Writing an Abstract	2	0	4	0	4
4.	Тема 4. Writing a Summary	2	0	4	0	4
5.	Тема 5. Writing an Essay	2	0	4	0	4
6.	Тема 6. Ways of presenting information	2	0	4	0	4
7.	Тема 7. Working with literature	2	0	4	0	2
8.	Тема 8. Writing a project/grant proposal	2	0	4	0	4
9.	Тема 9. Writing a research report	2	0	4	1	5
	Итого		0	36	1	35

4.2 Содержание дисциплины (модуля)

Тема 1. Academic writing as it is

Academic writing as it is - main features and characteristics (formality, explicitness). Sentence structure, punctuation, linking ideas. Assessing writing at university level. Finding differences between academic/ non-academic texts. Main features of sentence structure (run-on sentence, relative clause, noun clause). Basic puctuation rules: quotation, quotation mark, question mark, hyphen, full-stop, exclamation mark. Linking words and phrases: transition words, hedge. Main criteria for assessing academic texts.

Тема 2. Writing a Paragraph

Paragraph: its structure and organization. Parts of paragraph: topic sentence, body sentence, final sentence. How to write a paragraph. Defining parts of a paragraph. Main structural features. Sample paragraphs. How to connect paragraphs? Using transitions. Cohesion across paragraphs. Elements of a paragraph: unity, coherence, a topic sentence, adequate development. Writing your own paragraph on academic topic. Some methods to make sure your paragraph is well-developed. When to start a new paragraph?

Тема 3. Writing an Abstract

Abstract, its structure and main features. Why to write an abstract? Qualities of a good abstract. Different ways of connecting parts of an abstract. How to write an abstract? What to include in an abstract? Writing an abstract for an article. Sample abrstacts - learning different ways of organizing an abstract. Types of abstracts: descriptive abstracts, informative abstracts. How is an abstract different to an introduction? Escape wordiness. Writing student's own abstracts for research articles.

Тема 4. Writing a Summary

Summary, the purpose and structure of a summary. Components which should be included in the summary. Summary and your personal attitude. What information should you include in the summary? How long should a summary be? Key words, transition(al) words/ phrases. Concluding sentence. Organizing a summary. A summary of an article. Sample summaries. Defining structural parts of a summary. How to write a summary. Useful tips for writing a summary. Useful phrases for writing a summary. Write the summary of an article

Тема 5. Writing an Essay

Essay - types of essay (evaluation essay, comparing/contrast essay, opinion essay, discursive essay). From planning an essay to writing it. What is a thesis statement? How to format an essay. What does an essay outline look like? Editing. Defining the type of an essay. Learning to write an essay plan. Strengths and drawbacks of certain source materials. How to choose the necessary source material? Essay Template. Writing/editing an essay. Revising your Essay. Final Proofreading. Academic paper format.

Тема 6. Ways of presenting information

What is data commentary? Language Focus: Verbs in Indicative and Informative summaries. Ways of presenting information. Comparing data using tables, graphs, charts. List with phrases to describe charts. 4 Ways to hedge (weaken) statements. Variables, labelling, bar chart, pie chart. Understanding/ writing about statistics. Using survey data. Different samples to present information. Learning to describe graphs, charts and tables. Describing your own statiscal information,

commenting the data. Describing visuals.

Тема 7. Working with literature

Crediting sources. Avoiding plagiarism, using citation, reference. Why reference? Referencing Styles. Do I Need a Bibliography? How to Cite Sources in the Text. Full parenthetical citation after the material cited. For long quotes, use a previewing sentence and a parenthetical citation. Source-reflective statements. When and How to Use Footnotes. Sample citation and referencing. Review of literature, bibliography. Finding mistakes in crediting sources, cases of plagiarism, inappropriate citation. Writing literature review

Тема 8. Writing a project/grant proposal

How to write a research grant proposal. Writing project/ grant proposal - important features and characteristics:

1. the topic

2. the background...

3. aims/purposes...

4. the method(s) and approach

5. the results .

6. the conclusion

Language and style of writing. Expressions Referring to Textual Matters. Reducing overcomplexity and redundancy in academic writing. Redundant language (tautology). Determiners: an overview. Sample grant/project proposals. Using appropriate style and language. Writing your own grant/project proposal.

Тема 9. Writing a research report

What is a research paper? Writing a research report: the introduction, the general presentation, purpose and the exact direction of the paper, a statement of intent from the writer, the method, the results, the discussion, the conclusion, the reference list. The structure of a research report. Types of reports. Structure and features of a research report. Describing facts and generalizing (transitions or transitional phrases). Sample reports. Defining main characteristics of a report. Writing a report.

5. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине (модулю)

Самостоятельная работа обучающихся выполняется по заданию и при методическом руководстве преподавателя, но без его непосредственного участия. Самостоятельная работа подразделяется на самостоятельную работу на аудиторных занятиях и на внеаудиторную самостоятельную работу. Самостоятельная работа обучающихся включает как полностью самостоятельное освоение отдельных тем (разделов) дисциплины, так и проработку тем (разделов), осваиваемых во время аудиторной работы. Во время самостоятельной работы обучающиеся читают и конспектируют учебную, научную и справочную литературу, выполняют задания, направленные на закрепление знаний и отработку умений и навыков, готовятся к текущему и промежуточному контролю по дисциплине.

Организация самостоятельной работы обучающихся регламентируется нормативными документами, учебно-методической литературой и электронными образовательными ресурсами, включая:

Порядок организации и осуществления образовательной деятельности по образовательным программам высшего образования - программам бакалавриата, программам специалитета, программам магистратуры (утвержден приказом Министерства образования и науки Российской Федерации от 5 апреля 2017 года №301)

Письмо Министерства образования Российской Федерации №14-55-996ин/15 от 27 ноября 2002 г. "Об активизации самостоятельной работы студентов высших учебных заведений"

Устав федерального государственного автономного образовательного учреждения "Казанский (Приволжский) федеральный университет"

Правила внутреннего распорядка федерального государственного автономного образовательного учреждения высшего профессионального образования "Казанский (Приволжский) федеральный университет"

Локальные нормативные акты Казанского (Приволжского) федерального университета

Developing Your Research Project - https://www.futurelearn.com/courses/research-project

Why Research Matters - https://www.futurelearn.com/courses/why-research-matters

6. Фонд оценочных средств по дисциплине (модулю)

Фонд оценочных средств по дисциплине (модулю) включает оценочные материалы, направленные на проверку освоения компетенций, в том числе знаний, умений и навыков. Фонд оценочных средств включает

оценочные средства текущего контроля и оценочные средства промежуточной аттестации.

В фонде оценочных средств содержится следующая информация:

- соответствие компетенций планируемым результатам обучения по дисциплине (модулю);

- критерии оценивания сформированности компетенций;

- механизм формирования оценки по дисциплине (модулю);

- описание порядка применения и процедуры оценивания для каждого оценочного средства;

- критерии оценивания для каждого оценочного средства;

- содержание оценочных средств, включая требования, предъявляемые к действиям обучающихся, демонстрируемым результатам, задания различных типов.

Фонд оценочных средств по дисциплине находится в Приложении 1 к программе дисциплины (модулю).

7. Перечень литературы, необходимой для освоения дисциплины (модуля)

Освоение дисциплины (модуля) предполагает изучение основной и дополнительной учебной литературы. Литература может быть доступна обучающимся в одном из двух вариантов (либо в обоих из них):

- в электронном виде - через электронные библиотечные системы на основании заключенных КФУ договоров с правообладателями;

- в печатном виде - в Научной библиотеке им. Н.И. Лобачевского. Обучающиеся получают учебную литературу на абонементе по читательским билетам в соответствии с правилами пользования Научной библиотекой.

Электронные издания доступны дистанционно из любой точки при введении обучающимся своего логина и пароля от личного кабинета в системе "Электронный университет". При использовании печатных изданий библиотечный фонд должен быть укомплектован ими из расчета не менее 0,5 экземпляра (для обучающихся по ФГОС 3++ - не менее 0,25 экземпляра) каждого из изданий основной литературы и не менее 0,25 экземпляра дополнительной литературы на каждого обучающегося из числа лиц, одновременно осваивающих данную дисциплину.

Перечень основной и дополнительной учебной литературы, необходимой для освоения дисциплины (модуля), находится в Приложении 2 к рабочей программе дисциплины. Он подлежит обновлению при изменении условий договоров КФУ с правообладателями электронных изданий и при изменении комплектования фондов Научной библиотеки КФУ.

8. Перечень ресурсов информационно-телекоммуникационной сети "Интернет", необходимых для освоения дисциплины (модуля)

Academic writing center - https://academics.hse.ru/writing_skills

Advice on Academic Writing - http://www.writing.utoronto.ca/advice

University of Reading (Academic writing) - http://libguides.reading.ac.uk/writing

9. Методические указания для обучающихся по освоению дисциплины (модуля)

Вид работ	Методические рекомендации
практические занятия	Данная дисциплина носит практически ориентированный характер, направленный на развитие, прежде всего, коммуникативной и лингвострановедческой компетенций студента. Аудиторные занятия проводятся под руководством преподавателя, что позволяет снять трудности, возникающие в процессе изучения материала, акцентировать внимание на ключевых моментах и тех разделах, которые представляют собой интерес в плане овладения языком.
самостоя-тельная работа	Самостоятельная работа включает проработку материала учебника, выполнение заданий, изучение и анализ предложенных учебных текстов. Студенты самостоятельно пишут письменные работы по заданной тематике. Для выполнения самостоятельных работ рекомендуется пользоваться предложенными на занятиях образцами деловой академических текстов. При подготовке студенты самостоятельно прорабатывают пройденный материал, повторяют структуру отдельных видов академических текстов, их особенности, лексические обороты и клише, используемые в определенных случаях. С целью эффективной подготовки необходимо использовать рекомендуемые учебные пособия и

Вид работ	Методические рекомендации
	материалы, а также авторитетные словари английского языка различного типа, включая как печатные, так и электронные версии.
зачет	При подготовке к зачету необходимо опираться, прежде всего, на учебную литературу, а также практический материал, который разбирался в течение семестра. На зачете студентам необходимо ответить на один теоретический вопрос (список вопросов в пункте 6), а также предоставить выполненные домашние задания за весь курс. Время подготовки к ответу на зачете составляет 30 минут.

10. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине (модулю), включая перечень программного обеспечения и информационных справочных систем (при необходимости)

Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине (модулю), включая перечень программного обеспечения и информационных справочных систем, представлен в Приложении 3 к рабочей программе дисциплины (модуля).

11. Описание материально-технической базы, необходимой для осуществления образовательного процесса по дисциплине (модулю)

Материально-техническое обеспечение образовательного процесса по дисциплине (модулю) включает в себя следующие компоненты:

Лингафонный кабинет, Компьютерный класс

12. Средства адаптации преподавания дисциплины к потребностям обучающихся инвалидов и лиц с ограниченными возможностями здоровья

При необходимости в образовательном процессе применяются следующие методы и технологии, облегчающие восприятие информации обучающимися инвалидами и лицами с ограниченными возможностями здоровья:

- создание текстовой версии любого нетекстового контента для его возможного преобразования в альтернативные формы, удобные для различных пользователей;

- создание контента, который можно представить в различных видах без потери данных или структуры, предусмотреть возможность масштабирования текста и изображений без потери качества, предусмотреть доступность управления контентом с клавиатуры;

- создание возможностей для обучающихся воспринимать одну и ту же информацию из разных источников - например, так, чтобы лица с нарушениями слуха получали информацию визуально, с нарушениями зрения - аудиально;

- применение программных средств, обеспечивающих возможность освоения навыков и умений, формируемых дисциплиной, за счёт альтернативных способов, в том числе виртуальных лабораторий и симуляционных технологий;

- применение дистанционных образовательных технологий для передачи информации, организации различных форм интерактивной контактной работы обучающегося с преподавателем, в том числе вебинаров, которые могут быть использованы для проведения виртуальных лекций с возможностью взаимодействия всех участников дистанционного обучения, проведения семинаров, выступления с докладами и защиты выполненных работ, проведения тренингов, организации коллективной работы;

- применение дистанционных образовательных технологий для организации форм текущего и промежуточного контроля;

- увеличение продолжительности сдачи обучающимся инвалидом или лицом с ограниченными возможностями здоровья форм промежуточной аттестации по отношению к установленной продолжительности их сдачи:

- продолжительности сдачи зачёта или экзамена, проводимого в письменной форме, - не более чем на 90 минут;

- продолжительности подготовки обучающегося к ответу на зачёте или экзамене, проводимом в устной форме, - не более чем на 20 минут;

- продолжительности выступления обучающегося при защите курсовой работы - не более чем на 15 минут.

Программа составлена в соответствии с требованиями ФГОС ВО и учебным планом по направлению 51.04.01 "Культурология" и магистерской программе "Современные культурные индустрии".

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение
высшего образования
«Казанский (Приволжский) федеральный университет»
Институт международных отношений
Высшая школа исторических наук и всемирного культурного наследия

Фонд оценочных средств по дисциплине
ФТД.01 Академическая коммуникация

Направление подготовки: 51.04.01 - Культурология
Направленность (профиль) подготовки: Современные культурные индустрии
Квалификация выпускника: магистр
Форма обучения: очная
Язык обучения: русский
Год начала обучения по образовательной программе: 2024

СОДЕРЖАНИЕ

1. Соответствие компетенций планируемым результатам обучения по дисциплине (модулю)

Код и наименование компетенции	Индикаторы достижения компетенций	Оценочные средства текущего контроля и промежуточной аттестации
УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	Знать приемы и методы профессиональной коммуникации на государственном и иностранном языках, формы академического и профессионального взаимодействия Уметь использовать современные коммуникативные технологии в научном и профессиональном взаимодействии Владеть навыками научной коммуникации на государственном и иностранном языках	**Текущий контроль:** Письменная работа - темы 1, 2, 3,4,5,6,7,8,9. Письменное домашнее задание – темы 1,2, 3,4,5,6,7,8,9. **Промежуточная аттестация:** *Зачет*

2. Критерии оценивания сформированности компетенций

Компетенция	Зачтено			Не зачтено
	Высокий уровень (86-100 баллов)	**Средний уровень (71-85 баллов)**	**Низкий уровень (56-70 баллов)**	**Ниже порогового уровня (0-55 баллов)**
УК-4	Знает приемы, формы и методы академической и профессиональной коммуникации на русском и иностранном языках	Знает основные формы и методы академической и профессиональной коммуникации	Знает общие приемы и методы профессиональной научной коммуникации	Не знает общие приемы и методы профессиональной научной коммуникации
	Умеет активно использовать современные коммуникативные технологии в процессе обучения, научного и профессионального взаимодействия на русском и иностранных языках	Умеет применять основные современные коммуникативные технологии в процессе обучения и научной коммуникации	Умеет применять простейшие коммуникативные технологии в процессе обучения и получения знаний	Не умеет применять простейшие коммуникативные технологии в процессе обучения и получения знаний
	Владеет навыками, приемами и методиками современных информационно-коммуникационных технологий, возможностями их активного применения в процессе научной коммуникации на русском и иностранных языках	Владеет основными приемами и методиками информационно-коммуникационных технологий, их возможностями применения в профессиональной деятельности	Владеет понятиями, базовыми навыками информационно-коммуникационных технологий	Не владеет понятиями, базовыми навыками информационно-коммуникационных технологий

3. Распределение оценок за формы текущего контроля и промежуточную аттестацию

Текущий контроль:
Письменная работа (темы 1,2,3,4,5,6,7,8,9) – 25 баллов
Письменное домашнее задание (1,2,3,4,5,6,7,8,9) – 25 баллов

Итого 25+25=50 баллов

Промежуточная аттестация – зачет

Зачёт нацелен на комплексную проверку освоения дисциплины. Обучающийся получает вопрос (вопросы) и время на подготовку. Зачёт проводится в устной форме. Оценивается владение материалом, его системное освоение, способность применять нужные знания, навыки и умения при анализе проблемных ситуаций и решении практических заданий. В билете 2 вопроса. Максимум за зачет можно набрать 50 баллов.

Время на подготовку 30 минут.
Устный ответ на вопрос 1 – 25 баллов
Устный ответ на вопрос 2 – 25 баллов
Итого 25+25=50 баллов

Общее количество баллов по дисциплине за текущий контроль и промежуточную аттестацию: 50+50=100 баллов.

Соответствие баллов и оценок:

Для зачета:
56-100 – зачтено
0-55 – не зачтено

4. Оценочные средства, порядок их применения и критерии оценивания
4.1. Оценочные средства текущего контроля
4.1.1. Письменная работа.
Письменная работа предусмотрен по темам 1,2,3,4,5,6,7,8,9
4.1.1.1. Порядок проведения.

Обучающиеся получают задание по освещению определённых теоретических вопросов и решению практических задач по созданию академических текстов. Работа выполняется письменно дома и сдается преподавателю. Оцениваются владение материалом по теме работы, аналитические способности, владение методами, умения и навыки, необходимые для выполнения заданий. Общий максимальный балл за письменную работу – 25 .

4.1.1.2. Критерии оценивания
Баллы в интервале 86-100% от максимальных ставятся, если обучающийся:

– показал превосходный уровень владения материалом и высокий уровень доказательности, наглядности, качества преподнесения информации, степень полноты раскрытия материала и использованные решения полностью соответствуют поставленным задачам, использовал надлежащие источники и методы.

Баллы в интервале 71-85% от максимальных ставятся, если обучающийся:

– показал хороший уровень владения материалом и средний уровень доказательности, наглядности, качества преподнесения информации, степень полноты раскрытия материала и использованные решения в основном соответствуют поставленным задачам, использованные источники и методы в основном соответствуют поставленным задачам.

Баллы в интервале 56-70% от максимальных ставятся, если обучающийся:

– показал удовлетворительный уровень владения материалом и низкий уровень доказательности, наглядности, качества преподнесения информации, степень полноты раскрытия материала и использованные решения слабо соответствуют поставленным задачам, использованные источники и методы частично соответствуют поставленным задачам.

Баллы в интервале 0-55% от максимальных ставятся, если обучающийся:

– показал неудовлетворительный уровень владения материалом и неудовлетворительный уровень доказательности, наглядности, качества преподнесения информации, степень полноты раскрытия материала и использованные решения не соответствуют поставленным задачам, использованные источники и методы не соответствуют поставленным задачам.

4.1.1.3. Содержание оценочного средства
Exercises

Ex.1 Find the differences between academic and non-academic text.

What Is Academic Writing And Why Do We Need It?

The term academic writing refers to the forms of expository and argumentative prose used by university students, faculty, and researchers to convey a body of information about a particular subject. Generally, academic writing is expected to be precise, semi-formal, impersonal, and objective. The skill of writing is required throughout our life for various purposes. Academic writing is the writing you have to do for your niversity courses. So, academic writing skill is of utmost importance as it enables the students to communicate their ideas well in an organized and structured manner. Academic writing is a formal type of writing and it?s usage throughout the academic career also makes it easy for the students to cater to professional writing environment after completing their degrees. Academic writing differs in nature than he personal

form of writing. Within the realm of personal writing, no rules and defined structure is followed. People use slangs and abbreviations in personal writing. Also, you are open to point out and refer to your own experiences like in writing a personal diary. On the other hand, academic writing is totally opposite as it follows a strict set of rules and structured practices. You are also not allowed to depict any personal experiences. Use of slangs is strictly forbidden. In academic writing, ideas are presented through taking reference from already published data and reports. The theories presented should be supported through properly citing the author and their published literature. The writer also needs to adhere to the defined rules of grammar, spelling and punctuation. All academic writings own a particular tone that caters to the style related to a particular discipline. The academic tone wants writers to depict ideas objectively, concisely and in a formal way. Academic writing does not only aim to be presented to the lecturer. It also aims to inform the target audience or the readers about the topic in a way which has a solid backing and proper argument for enhancing their knowledge. Readers will easily understand writing that involves clarity and avoids ambiguity at all levels. Academic writing skills are important to be learned and developed due to their on-going need in an academic environment. Regardless of your study discipline and the field of subjects, you will get to complete the assignments and the final reports as a course requirement. These assignments and reports are basically marked upon the understanding of the topic or issue and how the topic is being handled by the students. Following are the main reasons to develop the good writing skills: The written assignments can only be best represented to the course instructor/marker through good writing and communication skills.

Good communication skills are required to persuade the audience about your argument to be an objective one that is based on the ideas gathered from different literature and have solid formation.

Development of sound writing as well as research skills is the key of attaining the good grades in academic environment.

At tertiary level education, these skills are must to cope up with the dynamic environment of university where writing reports and presenting them hold much worth. Through writing, you have more opportunities to get exposed to the underlying facts and exploring them will enhance your knowledge as well as thinking sphere.

Your instructors may have different names for academic writing assignments (essay, paper, research paper, term paper, argumentative paper/essay, analysis paper/essay, informative essay, position paper), but all of these assignments have the same goal and principles. Academic writing differs from other types of writing such as journalistic or creative writing. In most forms of academic writing a detached and objective approach is required. An academic argument appeals to logic and provides evidence in support of an intellectual position. It is important to present your arguments in logical order and to arrive at conclusions. However, academic writing can take many forms. You may be asked to write an essay, a report, a review or a reflective article. Different styles adhere to each of these types of academic writing, so always check with your lecturer. In academic writing, writers always interact with each others? texts and so there will be frequent references to the ideas, thinking or research of other authors writing in this field. You must give credit to those with whom you are interacting and there are structured guidelines for referencing and citation.

Ex.2. Examinethe following texts and identify any significant features. What kind of text does the extract come from and how does the language differ between the texts?

Text A

No one who had ever seen Catherine Morland in her infancy would have supposed her born to be an eroine. Her situation in life, the character of her father and mother, her own person and disposition, were all equally against her. Her father was a clergyman, without being neglected, or poor, and a very respectable man, though his name was Richard -- and he had never been handsome. He had a considerable independence besides two good livings -- and he was not in the least addicted to locking up his daughters. Her mother was a woman of useful plain sense, with a good temper, and, what is more remarkable, with a good constitution. She had three sons before Catherine was born; and instead of dying in bringing the latter into the world, as anybody might expect, she still lived on -- lived to have six children more -- to see them growing up around her, and to enjoy excellent health herself. A family of ten children will be always called a fine family, where there are heads and arms and legs enough for the number; but the Morlands had little other right to the word, for they were in general very plain, and Catherine, for many years of her life, as plain as any. She had a thin awkward figure, a sallow skin without colour, dark lank hair, and strong features -- so much for her person; and not less unpropitious for heroism seemed her mind. She was fond of all boy's plays, and greatly preferred cricket not merely to dolls, but to the more heroic enjoyments of infancy, nursing a dormouse, feeding a canary-bird, or watering a rose-bush.

Indeed she had no taste for a garden; and if she gathered flowers at all, it was chiefly for the pleasure of mischief -- at least so it was conjectured from her always preferring those which she was forbidden to ake. Such were her propensities -- her abilities were quite as extraordinary. She never could learn or understand anything before she was taught; and sometimes not even then, for she was often inattentive, and occasionally stupid. Her mother was three months in teaching her only to repeat the "Beggar's Petition"; and after all, her next sister, Sally, could say it better than she did. Not that Catherine was always stupid - by no means; she learnt the fable of "The Hare and Many Friends" as quickly as any girl in England. Her mother wished her to learn music; and Catherine was sure she should like it, for she was very fond of tinkling the keys of the old forlorn spinner; so, at eight years old she began. She learnt a year, and could not bear it; and Mrs.Morland, who did not insist on her daughters being accomplished in spite of incapacity or distaste, allowed her to leave off. The day which dismissed the music-master was one of the happiest of Catherine's life. Her taste for drawing was not superior; though whenever she could obtain the outside of a letter from her mother or seize upon any other odd piece of paper, she did what she could in that way, by drawing houses and trees, hens and chickens, all very much like one another. Writing and accounts she was taught by her father; French by her mother: her proficiency in either was not remarkable, and she shirked her lessons in both whenever she could. What a strange, unaccountable character! - for with all these symptoms

of profligacy at ten years old, she had neither a bad heart nor a bad temper, was seldom stubborn, scarcely ever quarrelsome, and very kind to the little ones, with few interruptions of tyranny; she was moreover noisy and wild, hated confinement and cleanliness, and loved nothing so well in the world as rolling down the green slope at the back of the house.

Text B

COSTATA alla PIZZAIOLA

SERVES 4

1.5 lb (750 g) thinly sliced sirloin or rump steak or veal or chicken breasts, skinned

6 tablespoons olive oil

3 cloves garlic, peeled and crushed

1.5 lb (750 g) canned tomatoes, sieved

2 tablespoons chopped parsley

3 tablespoons chopped basil salt and pepper

Trim any gristle and fat off the meat, flatten it as much as possible with a meat mallet and set it to one side. Heat the oil in a frying-pan wide enough to take all the meat in a single layer, add the garlic and fry gently for about 3 minutes. Add the tomatoes, parsley and basil, stir and bring to the boil. Slip the meat into the tomato sauce, cook very quickly for about 5 minutes, sprinkle with salt and plenty of pepper and serve at once.

Text C

PO Box 1452Almeira

Spain

14th April 2003

Dear John,

How are you? Everything here's fine. I'm very happy at the moment because my football team won last week. I went to the match with my brother Fernando, and we both enjoyed it very much. The score was 6 - 1. Well, that's a little bit of recent news from Almeira. Now, here's the most important thing in this letter:

What are you doing in September? I'm on holiday then, and I'd like to invite you to come to Almeira for a month. The weather is usually very good in September (it's not too hot!). We could go swimming and I could show you something of Spain. I hope you can come. My family and I think it's a great idea, and we all want to meet you. That's all for now.

Best wishes to you and your family.

Text D

Introduction to Pitch 2/1 Pitch names and notation Playing any note on a piano produces a fixed sound. The sound gradually fades away, but it does not go up or down. Music is made up from fixed sounds such as this.

Many instruments (including all the stringed instruments and the trombone) are capable of producing an infinite number of fixed sounds between any two notes on a keyboard, with only minute differences between them. It is the same with the human voice. But in practice all instruments, and singing voices too, normally use only the particular notes of the keyboard. When a player such as a violinist 'tunes' his instrument, he is trying to find exactly the one fixed sound he wants. All the other notes in the music will be placed in relation to this one note. If one note is played on the keyboard and then another note is played anywhere to the right of it, the sound of the second note is said to be higher than that of the first. A note to the left of it would produce a lower sound. In the same way men's voices are said to be lower than those of women or young boys. The technical word referring to the height or depth of sound is pitch.

On the keyboard, groups of two black notes alternate with groups of three black notes. This makes it easy to distinguish between the white notes, which are given the letter names from A to G. A is always between the second and third of the group of three black notes. After G comes A again.

Text E

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Comet Price £593.83

Ex. 3 Ways of presenting information

List with phrases to describe charts

The pie chart is about ...

The bar chart deals with ...

The line graph (clearly) shows ...

The slices of the pie chart compare the ...

The chart is divided into ... parts.

It highlights ...

... has the largest (number of) ...

... has the second largest (number of) ...

... is as big as ...

... is twice as big as ...

... is bigger than ...

more than ... per cent ...

only one third ...

less than half ...

The number ... increases/goes up/grows by ...

The number ... decreases/goes down/sinks by ...

The number ... does not change/remains stable

I was really surprised/shocked by the ...

So we can say ...

Ex. 4 Comparing data in a table

The table summarizes the efficiency of two methods for learning English. Make a comparison between the two methods. In your description make sure you use:

At least one irregular comparative form (e.g. worst, fewest)

All the following words: less, fewer, more, much, many.

At least two adverbs (e.g.efficiently, quickly, fluently)

Below is an example in which the first few rows of the table are compared.

In both methods the length of the study was the same (i.e. four months), however the number of participants in Method B was higher than in Method A: 421 and 375, respectively. Not as many words were learned in Method B than in ...

Method A Method B

No. participants in study

Length of study

No. words learned that can be used actively

375

4 months

500

421

4 months

456

No. words that can be understood

No. of tenses learned

Level of fluency achieved

% errors made when speaking

Writing ability

% understood while listening to authentic radionews

3,000

5

mid

35%

low

10%

1,500

8

Low

15%

good

20%

Ex.5 Make a text for a presentation titled "My research work".

How to write a research grant proposal

Proposal writing is time-consuming. You must first clearly describe a specific problem found in your community or area of interest, design a program that will address it, and then describe the program in detail for the grant maker (funding source). If this is your organization's first attempt at applying for a grant, the entire process will benefit your organization. Your goal is to end up with a well-conceived proposal that lays out a strategy to address the problem, as well the funding to pay for it.

Step 1: Agree on the Problem

For a proposal to receive funding, the grant maker must be convinced that funding your program will have a positive and measurable affect on your community. Start by identifying a need. What problem or issue in your community can be improved or changed with the grant money and a good effort? You may feel that there is a need to clean up a polluted river. But unless there is general agreement in the community on the need for your project, it may be difficult to get a grant to fix it - and even more difficult to complete the project.

Involve All Stakeholders

To develop a successful proposal, it's important to involve all of the stakeholders. A stakeholder is anyone affected by, or with an interest in, the project. Seek involvement from the organizations you already partner with, and consider

forming new relationships with like-minded groups. A diverse group is good, since the levels of participation will vary among partners. Plan a meeting of stakeholders at a convenient time and an acceptable place. Be prepared for disagreement among the stakeholders remember that your goal is to try and achieve a consensus of opinion. Consider bringing in professional facilitation if your group is larger than a handful of people or if you are unsure of your ability to manage differences between groups.

Define the Problem or Situation

Involve stakeholders in developing a clear, concise description of the problem or situation. More than one meeting may be necessary to arrive at a consensus that satisfies most of the stakeholders. The effort will be worth it. Once people agree on the problem, the rest of the work flows more smoothly. When describing the problem, avoid using subjective terms like "ugly" or "outrageous." Instead, using the most current information available and, giving credit to the source, describe the problem objectively. Avoid attributing blame.

Describe the Impact of the Problem

Use the same clear, objective language to describe the problem's impact, both in social and economic costs. It is a shame if pollution in a river harms wildlife, but it's more compelling to show that people can no longer fish or swim in the river because of pollution. Show how the situation has changed the way people live.

Investigate Possible Causes of the Problem

Even if the cause(s) of the problem appear obvious to you, seek formal agreement from as many stakeholders as possible on the cause(s). The amount of detailed evidence you will need to present to a grant-making agency will vary. If a formal investigation into the causes has not been conducted, consider forming a committee to conduct or oversee an investigation and a follow-up report. Bring in outside or neutral investigators or experts to bolster your credibility. And even if there is agreement on the cause of the problem, you may still need an investigation to formally document the cause and to quantify as many factors as you can, depending on the grant's requirements. When describing the problem, avoid technical terms and jargon wherever possible. Instead, use layman's terms. All stakeholders should clearly understand what is being said.

Step 2: Describe What You Hope to Achieve

You've described a problem and identified the most likely causes. Now you need to focus on the solution or desired outcome of your proposed activity. What will occur as a result of your project? How will a situation

improve? If the problem is a polluted river, will people be able to swim in the river again? Will they be able to eat the fish?

Measuring Success in Outputs and Outcomes

Be careful not to confuse these terms. Outputs are measures of a program's activities; outcomes are changes that result from the activities. Outputs matter because they lead to outcomes. Note that in our example, an output might be an increase in the size of a stream-side vegetative buffer. An outcome might be the resulting increase in the oyster harvest that occurs because the buffer stops pollutants from reaching the river. Also realize that a funder may specify a different way to measure success.

Identify the Key Outcomes

Some projects will have a long list of outcomes. Work with your stakeholders to develop a consensus on two or three primary outcomes.

Set Realistic and Achievable Outcomes

Your projected outcomes must be realistic. Some pollution will always exist within the river. Reducing the pollutants to an acceptable level in one year or even five years might be impossible. Consult with experts?local ones are fine?and determine what is realistic for your situation. If the river clean up will take ten years, say so. Failing to meet goals will make getting additional funding in the future more difficult. It is far better to promise less and exceed your goals than to over-promise and under-deliver. However, don't seriously underestimate what can be achieved. Promise too little, and the project may not appear cost-effective.

Measure and Record the Result of Your Work

State what measurements you hope to achieve and when you hope to achieve them. If you are going to reduce pollutants in a river, to what level will they be reduced? Use specific numbers or a range.If you cannot measure or count an output, do not include it.

Focus on End Results

Always keep in mind your goal(s). Every activity should be evaluated on how it helps to achieve the ultimate goal(s).

Step 3: Design Your Program

Now that you know where you are and where you want to go, your next step is determining the best path to get there. The best path is not always the shortest, quickest, easiest, or cheapest. So, how do you decide the best path for your project?

Get Expert Opinions

Grant makers, both governmental and private, often have experts on staff who can help you. When contacting a funding source, explain that while you might be asking them for funds in the future, for now you're interested in their expertise. Research What Others Have Done There is no need to reinvent the wheel. Try to find organizations that have developed projects similar to yours. Look at the failures as closely as the successes. Knowing what does not work is often more valuable than knowing what does.

You may also get information from the popular press and from professional journals?one exists for just about every topic you can imagine. Search the Internet and contact professional associations. If you are near a college or university, find

out if a faculty member or researcher has studied the problem. But don't just read about what others have done. Learn about projects firsthand by visiting the project site. If a visit isn't possible, contact those involved in similar projects by phone, email, or letter.

Get "Buy In" From Stakeholders

Whatever solution you choose, it's essential that all key stakeholders agree fully on the plan. This is often referred to as "buying in" and is often critical to your success. You may never get 100 percent agreement, but you want to prevent overwhelming opposition. People are most likely to support a project they helped create. Ask your stakeholders to show support through letters of support and commitment. Letters of support state that the person or organization agrees with what you want to do and will not oppose you. More valuable are letters of commitment that specify how the person or organization will assist you.

The assistance may include contributions of time, money, labor, space, supplies, materials, and other necessities.

Clearly Describe Your Solution

With your key stakeholders' and experts' assistance, clearly describe your solution. What will be done, and by whom? If your project is technical, you may want two versions: one expressed in technical terms and the other in lay terms. It is important that both technical experts and the general public understand your plan. A clear description of how you plan to achieve your desired outcomes, with a timeline and detailed workplan, can be a great help in obtaining funding and getting a broader range of stakeholder support.

Step 4: Locate Funding Sources

Now that you've agreed upon a solution and program design, you need to find the resources the people, the equipment, and the money?to get your project done. Locating funding requires an investment of time and careful planning. Many funders have a lengthy process for reviewing proposals.

Start with Organizations or People You Know

As most funders, both government and private, provide money for rather specific purposes, your search can be targeted. Inquire with the most obvious choices first, like those that have funded similar projects in your geographic area. If your solution is outside the scope of their funding, they may be able to point you toward the right source. Can they introduce you to contacts at organizations with which they have a relationship? Then, meet with the individuals to whom you've been referred. An introduction from someone the funder trusts lends you credibility.

Use the Internet to Research Funders

Visit the grant web sites, check individual federal agency Web sites, check state and local government Web sites to see what grants they offer. State and local governments administer many federal and private grants and will list these as well. Questions to Ask When Reviewing a Funding Source Once you find a promising funding source, learn as much as you can about that organization and its particular funding program. Read the information on the organization's Web site thoroughly to find out:

Do you want to work with this organization?

Does it typically fund organizations and projects like yours?

Do you qualify for a particular program?

Can you meet all of the grant requirements?

Establish a Relationship with the Grant Program Officer

Grant announcements, often called "Request For Proposals" (RFPs), usually list a contact person the program officer who manages the process. Arrange to meet the program officer, preferably in person, or by phone. Program officers are usually experts in the application process and may be knowledgeable about your type of project. Let him/her know about your organization, its accomplishments, and your proposed project. Confirm that your project is eligible for funding. Ask any questions you have about

the grant announcement and clarify anything you don't understand. You will not appear foolish by asking a question; however, it would be a real mistake to omit a main item from your grant application.

Involve Your Funder in Your Project

Your funders are key stakeholders in your project. Make every effort to fully involve them. Invite representatives to be on hand for key milestones. While some funders want little involvement beyond giving you the money and periodically receiving a report, others want to be very hands-on and share in your success.

Step 5: Write Your Proposal

Once you have a written description of your program, needs, outcomes, and activities, use this as the basis for numerous grant applications. Tailor each proposal to each funder. Use the style and format that the funder prefers. Most organizations make their winning proposals public. Study these proposals. Use them as guides for how to assemble yours, what information to include, and what style and terminology is preferred. Each RFP usually specifies what information to include and in what format. Some specify page limits and even font size. Many request electronic or online (via the Internet) submission of applications. Carefully read through all of the directions and ask about any that seem unclear.

Follow the Instructions

If there is a ten-page limit, stick to ten pages. You may feel that running over by a page or for a sentence or two is no big deal. However, the grant maker may feel that if you cannot comply with a simple page-length restriction, you can't be trusted with funding. If you think you need to take exception, get permission to do so from the program officer at the funding agency. Include a statement with your

application explaining that you have permission to deviate and your reason for doing so.

Study the Criteria

Most grant programs are competitive, meaning only the proposals judged best by the grant maker get awards. The RFP may specify evaluation criteria and allocate a certain number of points to specific sections or components. Study all of the application criteria. Check with the program officer to see if there are other criteria or factors considered in making the funding decisions.

Use a Checklist to Make Sure Your Application is Complete

Make a list of all criteria with the point values, if applicable. Use this checklist to be sure that you have included everything that is required. Missing or incomplete items often result in outright rejection or at least a lower score, limiting your chance for funding. Use your checklist as a table of contents for your proposal, to make it easy for reviewers to find the required information. Pay particular attention to your budget, making sure all costs are eligible and fully explainable.

Consider Hiring a Professional Writer

While not essential, many organizations prefer to hire an outside consultant to write the proposal. The primary advantage is that the writer is able to devote time to the project, which you might not have. A consultant with expertise in a particular grant program can assure that you address all of the often complex regulatory requirements. The disadvantage of hiring a professional writer is that the writer may

lack the passion and project knowledge that you and other stakeholders bring to the project. The resulting proposal may be slick but may lack passion or urgency.

Edit Carefully

What you say and how you say it may be the only information the reviewer has about you, your community, and your project. So, be sure that your proposal is clear and easy to understand. Before you attach your signature to an application, be sure that the application is complete and accurate.

Thoroughly edit your text. Try to eliminate all spelling and other typographical errors. Follow standard grammatical usage and avoid jargon and local expressions. Electronic dictionaries, spell checkers, and grammar checkers will catch 80 percent of your errors. Have two or three people read your proposal to catch the remaining 20 percent.

Give Your Proposal to a "Cold Reader" to Review

Ask one or two people who have not been involved in the process or project?and can come to the proposal "cold"?to read the proposal. Give them a copy of the RFP and the review criteria, but little other information. Ask them to read the proposal quickly. (That is how reviewers will likely go through it, at least initially.) Do they understand it? Does it make sense to them?

Meet Deadline

Most grant programs have deadlines that are specific and unyielding. Missing one will most likely eliminate your chance for funding during that cycle. Allow plenty of time for delays, because they invariably happen

during the proposal writing process.

Ex. 6 Write a literature review for your research work.

Referencing Styles

Citation styles differ mostly in the location, order, and syntax of information about references. The number and diversity of citation styles reflect different priorities with respect to concision, readability, dates,

authors, publications, and, of course, style. There are also two major divisions within most citation styles:

documentary-note style and parenthetical style. Documentary-note style is the standard form of documenting sources. It involves using either footnotes or endnotes, so that information about your sources is readily available to your readers but does not interfere with their reading of your work.

This is generally considered an abbreviated form of citation, and it does not require footnotes or endnotes, although it does require the equivalent of a "Works Cited" page at the end of the paper. It is easier to write, but might interfere with how smoothly your work reads. With so many different citation styles, how do you know which one is right for your paper? First, we strongly recommend asking your instructor.

There are several factors which go into determining the appropriate citation style, including discipline (priorities in an English class might differ from those of a Psychology class, for example), academic expectations (papers intended for publication might be subject to different standards than midterm

papers), the research aims of an assignment, and the individual preference of your instructor. To make the reference list and bibliography consistent and easy to read across different papers there are predefined styles stating how to set them out - these are called citation styles. Different subjects prefer to each use

different styles. The following are the most popular:

APA. APA is an author/date based style. This means emphasis is placed on the author and the date of a piece of work to uniquely identify it.

MLA. MLA is most often applied by the arts and humanities, particularly in the USA. It is arguably the most well used of all of the citation styles.

Harvard. Harvard is very similar to APA. Where APA is primarily used in the USA, Harvard referencing is the most well used referencing style in the UK and Australia, and is encouraged for use with the

humanities.

Vancouver. The Vancouver system is mainly used in medical and scientific papers.

Chicago and Turabian. These are two separate styles but are very similar, just like Harvard and APA. These are widely used for history and economics.

Regardless of what subject you're writing for, you should use the style your university and tutor recommend and you must not mix-and-match.

Ex.7 Make a 5-10 minute report on your research work.

Ex.8. Select, read, and analyze a research paper from a peer-reviewed journal. Be prepared to present a 10 minute assessment of the paper in class:

1. What is the universal question?

2. What were the research question, main points, how did the author address them, what did the author conclude?

3. Explication: how did the authors organize and present the research?

4. What special qualities struck you: How were the: illustrations, implications, writing style, etc.

5. What additional research, gaps to be filled, or next steps did the authors suggest OR that you can discern?

4.1.2. Письменное домашнее задание

4.1.2.1. Порядок проведения и процедура оценивания

Обучающиеся получают задание по освещению определённых теоретических вопросов или решению задач. Работа выполняется письменно дома и сдаётся преподавателю. Оцениваются владение материалом по теме работы, аналитические способности, владение методами, умения и навыки, необходимые для выполнения заданий.

Письменная работа предусмотрена по темам 1,2,3,4,5,6,7,8,9.

Общий максимальный балл за письменное домашнее задание - 25.

4.1.2.2. Критерии оценивания

Баллы в интервале 86-100% от максимальных ставятся, если обучающийся:

- правильно выполнил все задания.
- продемонстрировал высокий уровень владения материалом.
- проявил превосходные способности применять знания и умения к выполнению конкретных заданий.

Баллы в интервале 71-85% от максимальных ставятся, если обучающийся:

- правильно выполнил большую часть заданий.
- допустил незначительные ошибки.
- продемонстрировал хороший уровень владения материалом.
- проявил средние способности применять знания и умения к выполнению конкретных заданий.

Баллы в интервале 56-70% от максимальных ставятся, если обучающийся:

- выполнил более чем половину заданий.
- допустил серьезные ошибки.
- продемонстрировал удовлетворительный уровень владения материалом.
- проявил низкие способности применять знания и умения к выполнению конкретных заданий.

Баллы в интервале 0-55% от максимальных ставятся, если обучающийся:

- выполнил менее половины заданий.
- продемонстрировал неудовлетворительный уровень владения материалом.
- проявил недостаточные способности применять знания и умения к выполнению конкретных заданий.

4.1.2.3. Содержание оценочного средства

1)Writing a Paragraph

Paragraph structure

Each paragraph consists of one main point, and is made up of a number of sentences: a topic sentence, supporting sentences, and a concluding sentence. The typical three-part structure of a paragraph is as follows:

1. Introduction: including a topic sentence and transition words. The introduction of an academic paper is usually 1-2 paragraphs long or longer for longer papers with more background information. In general, our introduction should do the following things:

a) Gain the immediate attention of the audience

Here are some (but not all) of the ways to start an interesting and relevant introduction:

Short anecdote that leads to your topic o Surprising statement/fact that relates to your topic

Quotation from a famous person or expert that introduces your topic

Brief and interesting historical review of your topic

Statement which stresses the importance of your topic

Contradiction someone else's opinion (opposite of yours) about your topic

Do NOT be boring! Use the first sentence (often called the hook sentence) to hook the readers? interest.

Do NOT be too general! Immediately dive into your specific topic;

Don't waste space with a general introduction of the entire subject area.

Remember that your audience is familiar with the subject area. And never start with the origins of humankind: Since the beginning of history?!

Do NOT begin with your thesis idea! Use the introduction to build up to your thesis statement, so it comes with a little tension.

b) Provide any necessary background information or definition of any terms

Give only the history, facts, or definitions that readers will need to understand your topic and thesis. Keep in mind what the audience already knows.

Use facts/statistics to show the problem if necessary.

Avoid dictionary and encyclopedia definitions if possible and explain in your own words what the important concepts in your paper mean.

Use source information to provide background information, but not to answer the research question or give your opinion.

Make sure that the readers now know enough to follow your paper, but not too much that they have lost the focus of your paper.

c) Briefly introduce the main points (sections) of the paper

In academic writing, the writer lets the reader know what to expect.

Provide a brief overview of your paper's main points.

Do NOT support or try to prove these points.

Do not go into depth. Do NOT just write a one-sentence list of your points. You can't summarize a great idea in one word.

d) Have a thesis statement (often the last sentence)

This guide has covered the thesis statement already, but because it's the most important sentence of your paper, we'll go over it again. In the thesis, Answer the research question in a clear, straightforward statement.

Make sure the purpose and point of view of your paper are clear.

Do NOT write a long, wordy, confusing thesis statement (especially do not try to include all of your main points).

Do NOT announce your intentions. Avoid "This paper will prove" or "I'm going to write about". Don't tell the audience what you are going to do; just do it.

2. Body (supporting sentences): discussing, elaborating and explaining the main thesis, using various forms of evidence. Body paragraphs can be written in many ways, depending on your purpose. However, each paragraph should have ONE point which supports the thesis statement.

Most body paragraphs will have:

Topic Sentence

Usually, but not always, the first sentence of the paragraph. If it's not the first sentence, it should be very clear which sentence is the topic sentence.

It introduces the paragraph's main idea, makes your point about this idea, and relates to the thesis statement.

The topic sentence connects to the previous paragraph.

The topic sentence is NOT a fact. It has a point of view.

The topic sentence is NOT something from a source. It is your idea.

Every sentence in the paragraph will support this topic sentence.

Explanation of topic sentence

The sentence(s) after the topic sentence often further describe the main idea of the paragraph.

Support

The topic sentence is supported by supporting points, details, and explanations, often presented in sandwiches. A body paragraph could have one to several sandwiches, depending on how long and in-depth the detail is.

Supporting points are the ideas that support the main point of the paragraph. These can be written in your own words and then supported by details.

Specific details are very important to show the readers that your ideas are valid.

When using facts, examples, studies, experts? opinions, etc. be as specific as possible. Use the expert?s names and professions. Use names, places, dates and other specific information about examples. Include

numbers and dates. For scientific studies, explain a little about how the study was done. Use vivid descriptions to make the details clear to the readers.

Make sure the details are relevant to your point. A common mistake is including misunderstood source information that does not actually support the student's point.

Remember that one example does not prove something. Use more than one example or source in a paragraph. Check with your instructor if you can also include your own personal experience as a detail.

Clear and complete explanations are very important because the readers are expecting you to explain everything to them. The readers do not expect to have to think too hard. So explain why/how the details support the topic sentence, and thus the thesis.

Your explanation should not just repeat the source material, but rather interpret and analyze it.

Your explanation should not simply repeat your thesis or topic sentence, but rather explain how the source material supports those ideas.

Do NOT rely on sources too much. It?s YOUR paragraph, so it should contain your ideas about the topic as well.

Make sure all your support has a logical order and good connections.

Concluding sentence

The last sentence should review the body paragraph, emphasize the point and/or thesis again, or prepare the reader for the next body paragraph.

Do NOT end the paragraph with a source citation. End with your own idea.

A final, important guideline about body paragraphs:

No long body paragraphs!

It is difficult for readers to stay focused on long blocks of text. ¾ of a page is generally as long as a paragraph should be. If your paragraph is much longer, find a logical way to divide it into two body paragraphs.

3.Conclusion (concluding sentence): commenting and drawing connections. The conclusion may be the shortest paragraph, but it's also the most important because this is what the reader will remember. A conclusion usually does these things:

a) Connect to the last sentence of the previous paragraph

Use an advanced style. In conclusion, to summarize, at the end are rather boring and 16 typical although they will work. Try to be more sophisticated by repeating or connecting ideas in another way.

b) Summarize the findings of your paper

Remind the readers of the paper's main ideas and wrap up your argument.

Restate the thesis in different words/phrases.

Briefly summarize the main points of your paper. Again, say these in a different way, so readers are not bored by repetition of the same sentences and phrases.

Use your own thoughts, not your sources?. The place for source support was in the body paragraphs, not the conclusion.

Do NOT write any new information, points, or support in the conclusion.

c) Show the significance of your findings

Explain why your paper is important ? What does it mean? What does it solve? What does it say about your topic? What does it show about the future of your topic? What should the readers take away from your paper?

d) End with a strong, memorable concluding statement(s)

Also known as the ?Wow statement,? the last sentence(s) of your paper should make your readers say, ?Wow! I?m glad I read this paper.? There are several ways to do this:

End with the significance of your paper, as described above.

Relate your conclusion to the hook sentence(s) from your introduction. This can be a very effective way of wrapping up your paper.

End with an idea for the reader to think about ? a prediction or recommendation perhaps.

Do NOT ask a question that leaves the reader uncertain. The purpose of academic writing is not to confuse the reader, but to enlighten the reader.

Do NOT be too general. Stay focused on your specific topic.

DO NOT be too shocking, unbelievable, sweet, or obvious.

Elements of a paragraph

To be as effective as possible, a paragraph should contain each of the following:

1) Unity

2) Coherence

3) A Topic Sentence

4) Adequate Development

As you will see, all of these traits overlap. Using and adapting them to your individual purposes will help you construct effective paragraphs.

Unity

The entire paragraph should concern itself with a single focus. If it begins with one focus or major point of discussion, it should not end with another or wander within different ideas.A paragraph should contain one

main idea or claim, expressed in a topic sentence, often the first sentence.

The paragraph should have a logical structure so that all the sentences are connected and flow from the central theme. There are many types of paragraph structure. This is problem-solution.

Coherence

Coherence is the trait that makes the paragraph easily understandable to a reader. You can help create coherence in your paragraphs by creating logical bridges and verbal bridges.

Logical bridges

The same idea of a topic is carried over from sentence to sentence Successive sentences can be constructed in parallel form

Verbal bridges

Key words can be repeated in several sentences

Synonymous words can be repeated in several sentences

Pronouns can refer to nouns in previous sentences

Transition words can be used to link ideas from different sentences

A topic sentence

A topic sentence is a sentence that indicates in a general way what idea or thesis the paragraph is going to deal with. Although not all paragraphs have clear-cut topic sentences, and despite the fact that topic sentences can occur anywhere in the paragraph (as the first sentence, the last sentence, or somewhere in the middle), an easy way to make sure your reader understands the topic of the paragraph is to put your topic sentence near the beginning of the paragraph. (This is a good general rule for less experienced

writers, although it is not the only way to do it). Regardless of whether you include an explicit topic sentence or not, you should be able to easily summarize what the paragraph is about.

Adequate development

The topic (which is introduced by the topic sentence) should be discussed fully and adequately. Again, this varies from paragraph to paragraph, depending on the author's purpose, but writers should be wary of

paragraphs that only have two or three sentences. It's a pretty good bet that the paragraph is not fully developed if it is that short.A paragraph has to have enough information in it to justify being a paragraph! It should consist of a main point that is then further elaborated on. Some possible development models include:

expansion - the point is further defined or broken down and analysed or reframed for clarification.

illustration - examples or scenarios are given evidence ? research-based or sometimes experience-based support for the point

application - how this can then operate in practice. There may also be a sentence which comments on the material or relates the expanded point back to main topic of that section of the writing.

2)Writing an Abstract

What to include in an abstract?

The format of your abstract will depend on the work being abstracted.

An abstract of a scientific research paper will contain elements not found in an abstract of a literature article, and vice versa. However, all abstracts share several mandatory components, and there are also some optional parts that you can decide to include or not. When preparing to draft your abstract, keep the following key process elements in mind:

1. Reason for writing: What is the importance of the research? Why would a reader be interested in the larger work?

2. Problem: What problem does this work attempt to solve? What is the scope of the project? What is the main argument, thesis or claim?

3. Methodology: An abstract of a scientific work may include specific models or approaches used in the larger study. Other abstracts may describe the types of evidence used in the research.

4. Results: An abstract of a scientific work may include specific data that indicates the results of the project. Other abstracts may discuss the findings in a more general way.

5. Implications: How does this work add to the body of knowledge on the topic? Are there any practical or theoretical applications from your findings or implications for future research?

The importance given to the different components can vary between disciplines. You should look at abstracts of research that are similar to your own work as models.

A simplified universally accepted format of an abstract is as follows:

1. Introduction/aim/background/topic. Phrase it in one sentence what is your topic, and why you are writing the paper, making it easy for the reader to understand where you are taking them. Remember your audience is your peer reviewers, and ultimately others interested in your field of research.

2. Methods/approach/materials. Preferably in as few sentences explain how you conducted the research. Succinctly explain what kind of experiments were involved, or was it a case series? Don?t overdo it, and be liberal in omitting unnecessary details. Write sentences that can be read aloud without having to stop for breath.

3. Results. Let others know about the results, giving statistical substantiation. Keep it short and relevant.

4. Conclusions. Summerise the deduction of your research and its relevance for future. Your conclusion should be able to answer how could it be useful for others in their practice and enhance their knowledge as well.

How is an abstract different to an introduction?

Students are sometimes confused about the difference between an abstract and an introduction. In fact, they are different pieces of writing with different aims and key parts. The following table will briefly describe these differences in the case of a research paper.

Abstract Introduction

The essence of the whole paper Introduces the paper

Covers the following academic
elements:
- Background
- purpose and focus
- methods
- results (also called ?findings?)
- conclusions
- recommendations (or
?implications?, not always relevant)

Covers the following academic
elements:
- background
- purpose
- proposition(also called "point of view" or "thesis" statement)
- outline of key issues
- scope (not always relevant

Summarizes briefly the whole paper including the conclusions

Introduces the paper and foregrounds issues for discussion

All abstracts include:

A full citation of the source, preceding the abstract.

The most important information first.

The same type and style of language found in the original, including technical language.

Key words and phrases that quickly identify the content and focus of the work.

Clear, concise, and powerful language.

3) Writing a Summary

Useful tips for writing a summary

1. Read the original text until you completely understand it. You may find it useful to divide the text into several sections (parts).

2. Read the original again understanding any necessary information. Fins the purpose statement, the topic sentence and the key facts in each paragraph. Summarise each paragraph in one sentence.

3. Mark all the information you think you'll need to use? or cross out any information you think will be unnecessary.

4. Paraphrase the summarizing sentences in your own words. Make sure you include all the key points. Don't include minor details, descriptions or unnecessary words. When possible, join related ideas into single meaningful sentences.

5. Compare your draft summary with the original, make sure you've included all the essential information without adding anything new. Make sure the ideas in the summary follow the order in the original text. Include transition words, like however, although, also, moreover etc.

6. Re-read your summary, check if all the information is correct. Make sure your summary doesn't include your own commentary/ judgment of the original text.

7. Check your summary for accuracy consider spelling, grammar, style, punctuation. You may give your summary for someone to read, and see if the main idea is clear to others.

Study this original article and compare it with its summary. Did the author follow all the guidelines? How would you evaluate the summary?

The original article:

Bats

In the distant past, many people thought bats had magical powers, but times have changed. Today, many people believe that bats are rodents, that they cannot see, and that they are more likely than other animals to carry rabies. All of these beliefs are mistaken. Bats are not rodents, are not blind, and are no more likely than dogs and cats to transmit rabies. Bats, in fact, are among the least understood and least appreciated of animals. Bats are not rodents with wings, contrary to popular belief. Like all rodents, bats are mammals, but they have a skeleton similar to the human skeleton. The bones in bat wings are much like those in arms and the human hand, with a thumb and four fingers. In bats, the bones of the arms and the four fingers of the hands are very long. This bone structure helps support the web of skin that stretches from the body to the ends of the fingers to form wings. Although bats cannot see colors, they have good vision in both dim and bright light. Since most bats stay in darkness during the day and do their feeding at night, they do not use their vision to maneuver in the dark but use a process called echolocation. This process enables bats to emit sounds from their mouths that bounce off objects and allow them to avoid the objects when flying. They use this system to locate flying insects to feed on as well. Typically, insect-eating bats emerge at dusk and fly to streams or ponds where they feed. They catch the insects on their wingtip or tail membrane and fling them into their mouths while flying. There are about 1,000 species of bat, ranging in size from the bumblebee bat, which is about an inch long, to the flying fox, which is sixteen inches long and has a wingspan of five feet. Each type of bat has a specialized diet. For seventy percent of bats, the diet is insects. Other types of bats feed on flowers, pollen, nectar, and fruit or on small animals such as birds, mice, lizards, and frogs. One species of bat feeds on the blood of large mammals. This is the common vampire bat, which lives only in Latin America and is probably best known for feeding on the blood of cattle. Unfortunately, in an attempt to control vampire bat populations, farmers have unintentionally killed thousands of beneficial fruit-and insect-eating bats as well. Bats, in fact, perform a number of valuable functions. Their greatest economic value is in eliminating insect pests. Insect- eating bats can catch six hundred mosquitoes in an hour and eat half their body weight in insect every night. In many tropical rain forests, fruit eating bats are the main means of spreading the seeds of tropical fruits. Nectar-feeding bats pollinate a number of tropical plants. If it were not for bats, we might not have peaches, bananas, mangoes, guavas, figs, or dates. Today, the survival of many bat species is uncertain. Sixty percent of bats do not survive past infancy. Some are killed by predators such as owls, hawks, snakes and other meat-eating creatures, but most are victims of pesticides and other human intrusions. In Carlsbad Caverns, New Mexico, where there were once eight million bats, there are now a quarter million. At Eagle Creek, Arizona, the bat population dropped from thirty million to thirty thousand in six years. Bats often have been burdened with a bad reputation, perhaps because they are not the warm, cuddly sort of animal we love to love. However, their unusual physical features should not lead us to overestimate their harm or to underestimate their value.

The Summary:

Bats

In the article "Bats" by Debbie Dean, we learn that in contrast to some mistaken beliefs, bats are not blind rodents that usually have rabies. They have sight, are mammals, and are not especially likely to carry rabies. Bats are relatively misunderstood and unappreciated. Bats have some interesting physical features. They have similar bone structure and skeletons to that of humans, so they are not winged rodents. They are color blind, so they use echolocation if there is not sufficient light. Otherwise, their sight is enough. Species of bats total about a thousand. The species come in a variety of sizes and have unique diets. Most eat insects, but some eat plant products and small animals. However, vampire bats drink blood, which can be harmful to livestock. Farmers have accidentally killed many innocent bats while trying to rid themselves of vampire bats. Bats can actually be helpful to humans. An important trait of bats is their ability to destroy

many unwanted bugs. They also spread fruit seeds and pollinate plants. However, the survival of bats is not known because many are killed by human disruptions and predators. The bat population has dropped steadily and may continue to drop. Hopefully, we will realize that although bats look different than our favorite animals, we can learn to accept and admire their value and uniqueness.

4) Write an essay titled "Why I want to participate in academic exchange".

Check yourself

(taken from http://learninghub.une.edu.au/tlc/aso/aso-online/academicwriting/sample-essay.php)

The following five paragraph essay has paragraph labels to show the parts of an academic essay.

Question

Discuss why assignment essays are common assessment tasks in undergraduate tertiary coursework, and evaluate the effectiveness of assignments as an avenue for learning. (Word limit 500 words - 10%

leeway) Please note that the APA referencing style is used in this sample essay.

Introduction

Assignment essays are developed from set questions that give students a period of time to research a topic and produce their answer with references to their sources of information. While there are some disadvantages with using assignment essays as an assessment tool, there are sound educational purposes underpinning this practice. This essay examines the reasons why assignment essays are beneficial for student learning and considers some of the problems with this method of assessment.

Body paragraph 1

Assignment essay tasks are set to assist students to develop mastery of their study subject. Firstly, assignment tasks enhance understandings about subject matter. Yang and Baker (2005) reason that "to master your learning materials and extend your understandings, you need to write about the meanings you gain from your research" (p. 1). Secondly, research (Jinx, 2004; Zapper, 2006) clearly demonstrates that students learn the writing conventions of a subject area while they are researching, reading and writing in their discipline. This activity helps them to "crack the code" of the discipline (Bloggs, 2003, p. 44). Thus, students are learning subject matter and how to write in that disciplinary area by researching and writing assignment essays.

Body paragraph 2

Using assignment essays for assessment supports student learning better than the traditional examination system. It is considered that coursework assignment essays can lessen the extreme stress experienced by some students over 'sudden-death' end of semester examinations:

If we insist that all students write about everything they have learned in their study courses at the same time and in the same place (e.g. in examinations), we are not giving all of our students equal opportunities. Some students are not daunted by the exam experience while others suffer 'exam nerves' and perform at the lowest level of their capabilities. Additionally, Jones et al. (2004, pp. 36-37) propose that assignment essays can be used to assess student learning mid-course and so provide them with helpful feedback before they are subjected to the exam experience. Exams only provide students with a mark rather than specific feedback on their progress. Therefore, setting assignment essays for a substantial part of student assessment is a much fairer approach than one-off examination testing.

Body paragraph 3

As an assessment tool, assignment essays have some disadvantages for lecturers and students. It has been found that assignment essays consume a great deal of staff time and money to mark and student time to prepare (Sankey & Liger, 2005, p. 192). A consequence of this is that feedback to students is frequently delayed, and this is much less useful to students than rapid feedback (p. 294). It is partly because of these disadvantages of time and expense that other assessments such as multiple-choice tests and short answer questions have an enduring place in the tertiary learning environment.

Conclusion

To conclude, it seems that assignment essays continue to have a prominent role in tertiary education as an assessment tool. This is mainly because they are very effective in developing knowledge and writing skills for subject areas. Also, assignment essays can be less stressful than examinations as they allow students to show their understanding of content in less pressured circumstances. On the other hand, the time consuming nature of writing and marking essays points to some disadvantages that also need to be considered. The weight of evidence, however, supports the writing of assignment essays for student assessment because this approach has such positive and proven effects for improved student learning.

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5) **Analyse an academic essay**. The following questions relate to the essay above.

The introduction paragraph
1. There is information in quotation marks.
2. There is an indented long quote in this paragraph.
3. The last sentence gives the answer to the essay question.
4. Information from the same person is used twice.
5. The second sentence is the thesis statement (i.e. position the writer will take).

2. Body paragraph 1
1. There is information in quotation marks.
2. There is an indented long quote in this paragraph
3. The last sentence gives the answer to the essay question.
4. Information from the same person is used twice.
5. The second sentence is the thesis statement (i.e. position the writer will take).

3. Body paragraph 2
1. There is information in quotation marks.
2. There is an indented long quote in this paragraph
3. The last sentence gives the answer to the essay question.
4. Information from the same person is used twice.
5. The second sentence is the thesis statement (i.e. position the writer will take).

4. Body paragraph 3
1. There is information in quotation marks.
2. There is an indented long quote in this paragraph.
3. The last sentence gives the answer to the essay question.
4. Information from the same person is used twice.
5. The second sentence is the thesis statement (i.e. position the writer will take).

5. The conclusion paragraph
1. There is information in quotation marks.
2. There is an indented long quote in this paragraph.
3. The last sentence gives the answer to the essay question.
4. Information from the same person is used twice.
5. The second sentence is the thesis statement (i.e. position the writer will take).

6. The reference list
1. All of the references are in random order.
2. All of the reference items start with the title of the information
source.
3. If the author is a person, then their first name is used first.
4. There are no dates of publication in all of the references.

Answers
 1)   5; 2)1; 3)2;4) 4; 5) 3; 6) 4.

4.2. Оценочные средства промежуточной аттестации
4.2.1. Зачет
4.2.1.1. Порядок проведения.

По дисциплине предусмотрен зачет.

Зачёт нацелен на комплексную проверку освоения дисциплины. Обучающийся получает вопрос (вопросы) и время на подготовку. Зачёт проводится в устной форме. Оценивается владение материалом, его системное освоение, способность применять нужные знания, навыки и умения при анализе проблемных ситуаций и решении практических заданий. В билете 2 вопроса. Максимум за зачет можно набрать 50 баллов.

Время на подготовку составляет 30 минут.

4.2.1.2. Критерии оценивания.
Баллы в интервале 86-100% от максимальных ставятся, если обучающийся:
- обнаружил всестороннее, систематическое и глубокое знание учебно-программного материала, умение свободно выполнять задания, предусмотренные программой, усвоил основную литературу и знаком с дополнительной литературой, рекомендованной программой дисциплины, усвоил взаимосвязь основных понятий дисциплины в их значении для приобретаемой профессии, проявил творческие способности в понимании, изложении и использовании учебно-программного материала.

Баллы в интервале 71-85% от максимальных ставятся, если обучающийся:
- обнаружил полное знание учебно-программного материала, успешно выполнил предусмотренные программой задания, усвоил основную литературу, рекомендованную программой дисциплины, показал систематический характер знаний по дисциплине и способен к их самостоятельному пополнению и обновлению в ходе дальнейшей учебной работы и профессиональной деятельности.

Баллы в интервале 56-70% от максимальных ставятся, если обучающийся:
- обнаружил знание основного учебно-программного материала в объеме, необходимом для дальнейшей учебы и предстоящей работы по профессии, справился с выполнением заданий, предусмотренных

программой, знаком с основной литературой, рекомендованной программой дисциплины, допустил погрешности в ответе на экзамене и при выполнении экзаменационных заданий, но обладает необходимыми знаниями для их устранения под руководством преподавателя.

Баллы в интервале 0-55% от максимальных ставятся, если обучающийся:

- обнаружил значительные пробелы в знаниях основного учебно-программного материала, допустил принципиальные ошибки в выполнении предусмотренных программой заданий и не способен продолжить обучение или приступить по окончании университета к профессиональной деятельности без дополнительных занятий по соответствующей дисциплине.

4.2.1.3. Оценочные средства.

Вопросы к зачету:

1. Find the differences between academic and non-academic text.
2. Analyze the paragraph and find its main parts - topic sentence, body sentence, final sentence.
3. Find different ways of connecting parts of an abstract.
4. What is the main purpose of a summary?
5. What type of essay is the example given?
6. Was the statistical information described correctly?
7. Find mistakes in the cited piece of writing.
8. Find the mistakes in the given grant proposal.
9. Name the main features of a research report.
10. Assess the academic features of the piece of writing.
11. Organize a paragraph according to the principles of academic writing.
12. Read the article and write an abstract for it.
13. Read the article and write a summary for it.
14. Write the plan of an essay for a given topic.
15. Use the following tables/ graphs and write the description of the information given.
16. Write different ways of quoting the material of a given author.
17. Generalize the following information for a research report.

Перечень литературы, необходимой для освоения дисциплины (модуля)

Направление подготовки: 51.04.01 - Культурология

Направленность (профиль) подготовки: Современные культурные индустрии

Квалификация выпускника: магистр

Форма обучения: очная

Язык обучения: русский

Год начала обучения по образовательной программе: 2024

Основная литература:

1) Кроль, В.М. Педагогика : учебное пособие. — 2-е изд., испр. и доп. — Москва : РИОР ; ИНФРА-М, 2016. — 303 с. — (Высшее образование: Бакалавриат). — ISBN 978-5-369-01536-0 (РИОР); ISBN 978-5-16-011918-2 (ИНФРА-М, print); ISBN 978-5-16-104451-3 (ИНФРА-М, online). - Текст : электронный. - URL: https://znanium.com/catalog/product/516775 (дата обращения: 26.04.2021). – Режим доступа: по подписке.

2) Садохин, А. П. Межкультурная коммуникация : учебное пособие / А. П. Садохин. - Москва : НИЦ ИНФРА-М, 2016. - 288 с. - ISBN 978-5-16-104204-5. - Текст : электронный. - URL: https://znanium.com/catalog/product/542898 (дата обращения: 26.04.2021). – Режим доступа: по подписке.

Дополнительная литература:

1. Зинченко, В. Г. Межкультурная коммуникация. От системного подхода к синергетической парадигме: учебное пособие / В.Г. Зинченко, В.Г. Зусман, З.И. Кирнозе. - Москва : Флинта; Санкт-Петербург : Наука, 2007. - 224 с. ISBN 978-5-89349-472-3. - Текст : электронный. - URL: https://znanium.com/catalog/product/131022 (дата обращения: 26.04.2021). – Режим доступа: по подписке.

2. Кудряшева, Л. А. Педагогика и психология / Л. А. Кудряшева. - Москва : Вузовский учебник, НИЦ ИНФРА-М, 2015. - 160 с. - ISBN 978-5-9558-0444-6. - Текст : электронный. - URL: https://znanium.com/catalog/product/511071 (дата обращения: 26.04.2021). – Режим доступа: по подписке.

Перечень информационных технологий, используемых для освоения дисциплины (модуля), включая перечень программного обеспечения и информационных справочных систем

Направление подготовки: 51.04.01 - Культурология

Направленность (профиль) подготовки: Современные культурные индустрии

Квалификация выпускника: магистр

Форма обучения: очная

Язык обучения: русский

Год начала обучения по образовательной программе: 2024

Освоение дисциплины (модуля) предполагает использование следующего программного обеспечения и информационно-справочных систем:

Mozilla Firefox

Office 365

Windows Professional 7 Russian

Касперский

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "ZNANIUM.COM", доступ к которой предоставлен обучающимся. ЭБС "ZNANIUM.COM" содержит произведения крупнейших российских учёных, руководителей государственных органов, преподавателей ведущих вузов страны, высококвалифицированных специалистов в различных сферах бизнеса. Фонд библиотеки сформирован с учетом всех изменений образовательных стандартов и включает учебники, учебные пособия, учебно-методические комплексы, монографии, авторефераты, диссертации, энциклопедии, словари и справочники, законодательно-нормативные документы, специальные периодические издания и издания, выпускаемые издательствами вузов. В настоящее время ЭБС ZNANIUM.COM соответствует всем требованиям федеральных государственных образовательных стандартов высшего образования (ФГОС ВО) нового поколения.