



## Academic writing and critical thinking

### Syllabus

#### Details of the academic discipline

Level of higher education	<i>Second (master's)</i>
Field of knowledge	<i>05 "Social and behavioral sciences"</i>
Specialty	<i>054 Sociology</i>
Educational program	<i>Conflict resolution and mediation</i>
Status of Discipline	<i>Elective course</i>
Form of education	<i>full-time/part-time/distance/mixed</i>
Year of training, semester	<i>5th year, spring semesters</i>
ECTS	<i>4 Cred. ECTS/120 hours</i>
Semester control/ control measures	<i>Test</i>
Lessons schedule	<i>Lectures: 18 Practical classes: 36, MCW</i>
Language of teaching	<i>English</i>
Information about the course leader / teachers	<i>Lecturer and practical: Tetiana Kolomiets, PhD, associate professor, e-mail: tana.kolomiets@gmail.com 096-327-05-56</i>
Placement of the course	<i>Moodle</i>

#### Curriculum of the discipline

##### 1. Description of the discipline, its purpose, subject of study and learning outcomes

*The process of modernization of higher education is largely determined by the state of academic culture and the level of critical thinking. Currently, student academic culture is characterized as deformed. The basis of this deformation is the motivation of a significant part of the student body for formal attributions of higher education (grades, scholarship, diploma, etc.), and not for obtaining professional knowledge. Such deformed motivation is an indicator of a low level of academic culture and a lack of knowledge, skills and experience in academic writing.*

*Communication with the teacher is possible and will be encouraged within the framework of educational classes, as well as within the framework of consultations with the teacher, the place and time of which will be notified to students additionally.*

*The purpose of the academic discipline is to form students' abilities to:*

- ability to generate new ideas (creativity);
- the ability to predict the course of various social processes
- the ability to be critical and self-critical;

**The task of the discipline** is the formation of the following learning outcomes :

- Practical application of acquired knowledge when writing scientific work and conducting scientific research;
- formation of a high level of scientific culture and academic integrity in future sociologists;
- formation of personal professional orientation in future sociologists.

After mastering the academic discipline, the following learning outcomes must be demonstrated:  
KNOWLEDGE:

- basic concepts of the training course;
- system of scientific research methods;
- basics of academic integrity;
- requirements for writing scientific papers in a higher educational institution, rules for creating references to sources and bibliographic lists;

SKILLS:

- to implement the principles of ensuring academic integrity in scientific research;
- to organize one's own academic activity in writing scientific texts;
- find scientific sources, analyze them and correctly refer to them in scientific work;
- develop and demonstrate a high level of critical thinking;
- to present and formalize research results;
- publicly defend the results of academic activity;

## **2. Pre-requisites and post-requisites of the discipline (place in the structural and logical scheme of training according to the relevant educational program)**

The discipline can be studied after the socio-humanitarian, legal, social-management block of disciplines.

The program of the academic discipline "Academic writing and critical thinking" corresponds to the curriculum for the training of master's sociologists, provides an opportunity to get a clear idea of the principles of critical thinking, principles of academic writing, requirements and methodology of academic writing texts, prepares students for independent research and writing of scientific papers, term papers and theses. The course "Academic Writing and Critical Thinking" is an important component of the study of fundamental and professionally oriented disciplines. It lays the foundation for sociologists to acquire in-depth knowledge of the problems of methodology and methods of writing academic texts for their further application in practical activities as master's students, graduate students, sociology teachers, research workers, and experts. The course is logically connected with the following disciplines: "Methodology and methods of sociological research of conflicts", "Cross-national studies in sociology".

## **3. Content of the academic discipline**

### *List of topics*

*Topic 1. Principles of functioning of higher education. Basic concepts, approaches and tasks of the course.*

*Topic 2. Critical thinking: concepts, approaches, ways of formation.*

*Topic 3. The problem of truth and the structure of academic knowledge.*

*Topic 4. Academic integrity: concepts, dimensions.*

*Topic 5. Concept of intellectual property and its violation. Principles of formation of academic culture.*

*Topic 6. Concepts and methods of scientific research.*

*Topic 7. Oral and written communication in scientific discourse*

*Topic 8. Main styles and genres of academic writing.*

*Topic 9. Organizational aspects of academic work.*

*Topic 10. The main stages of writing a scientific text.*

*Topic 11. Choosing the topic of scientific research and determining its relevance.*

*Topic 12. Structure and design of scientific work.*

*Topic 13. Basic principles of working with scientific sources.*

*Topic 14. Abstract as a genre of academic writing.*

*Topic 15. Features of the essay as a genre of academic writing.*

*Topic 16. Basic rules of writing a scientific article and theses.*

*Topic 17. Course work: essence, structure, stages of writing.*

*Topic 18. Rules and principles of public speaking on publicizing the results of academic research.*

#### **4. Educational materials and resources**

To successfully study the discipline, it is enough to study the educational material taught in lectures, as well as familiarize yourself with:

##### **4.1 Basic literature**

1. Academic honesty as the basis of sustainable development of the university / International. grace Fund "Mizhnarod. stock. research education politicians"; in general ed. T.V. Finikova, A.E. Artyukhova - K.; Taxon, 2016. - 234 p. URL: [http://www.univer.kharkov.ua/images/redactor/news/2016-09-07/chesnist\\_osnova\\_rozvitk\\_Univers.pdf](http://www.univer.kharkov.ua/images/redactor/news/2016-09-07/chesnist_osnova_rozvitk_Univers.pdf)
5. Code of ethics of a scientist of Ukraine / URL: <http://www.inem.lviv.ua/wp-content/uploads/2013/03/ekuu.pdf>
6. Code of honor of the National Technical University of Ukraine "Kyiv Polytechnic Institute" // URL: <http://kpi.ua/files/honorcode.pdf>
7. Code of professional ethics of a sociologist (Approved by the Fifth Congress of the Sociological Association of Ukraine, May 20, 2004, Kyiv) // Access mode: <http://www.sau.kiev.ua/codex.html>
8. Koryagin M.V. Fundamentals of scientific research: study guide / M.V. Koryagin, M.Yu. Chick. - Kyiv: Alerta, 2019. - 490 p. [https://opac.kpi.ua/F/6P3U7BEKGDM7DEEA513LNRY25PPQMNEASFPYGIH2DAE26UY6Y4-06664?func=full-set-set&set\\_number=000098&set\\_entry=000004&format=037](https://opac.kpi.ua/F/6P3U7BEKGDM7DEEA513LNRY25PPQMNEASFPYGIH2DAE26UY6Y4-06664?func=full-set-set&set_number=000098&set_entry=000004&format=037)

##### **a. Additional literature:**

1. Babenko S.S. How to write an academic academic text: a short guide for students of the Faculty of Sociology. Electronic edition. K.: "Kyiv University" VOC. 2016. – 32 p.
2. Eco Umberto How to write a thesis (translated by Ya. Glotov). [https://chtyvo.org.ua/authors/Umberto\\_Eco/Yak\\_napysaty\\_dyplomnu\\_robotu/](https://chtyvo.org.ua/authors/Umberto_Eco/Yak_napysaty_dyplomnu_robotu/)
3. Preparation of qualification papers for the first (bachelor's) and second (master's) levels of higher education [Electronic resource]: training. manual for graduates of higher honors in specialty 054 "Sociology" / KPI named after Igor Sikorskyi; editor: T. V. Kolomiets, I. V. Pygolenko. – Electronic text data (1 file: 0.98 MB). - K.: KPI named after Igor Sikorskyi, 2019. – 90 p.
4. Organizing Your Social Sciences Research Paper <https://libguides.usc.edu/writingguide/academicwriting>

As auxiliary materials, it is proposed to use the information resources of the Department of Sociology, which contain video materials with lectures by leading scientists, their monographs and articles, as well as methodical materials and the archive of the department's specialized scientific publication.

1. <http://www.sociology.kpi.ua/literature> - Department of Sociology of Igor Sikorsky KPI
2. <http://www.socio-journal.kpi.kiev.ua/> - Bulletin of the KPI named after Igor Sikorsky. Sociology. Politology. Right.
3. <http://i-soc.com.ua/journal/content.php> – Sociology: theory, methods, marketing.
4. <http://www.nbuv.gov.ua> – National Library of Ukraine named after V.I. Vernadsky.
5. <https://prometheus.org.ua/>. The best online courses in Ukraine and the world.

## Educational content

### 5. Methods of mastering an educational discipline (educational component)

#### Lecture classes

No. z/p	Name of the topic of the lecture and list of main questions <i>(list of didactic tools, tasks with reference to literature)</i>
1	<p><b>Topic 1. Principles of functioning of higher education. Basic concepts, approaches and tasks of the course.</b></p> <p>University as a social institution and organization. Concepts of the classical university (Wilhelm Humboldt on the research university; John Henry Newman on the liberal (intellectual) university). The mission of the university is a synthesis of education, science and business. The main principles of European higher education: independence, neutrality; focus on scientific knowledge and development; critical understanding of knowledge; the university as a cultural center. Concepts of "academic writing", "academic integrity", "genres of academic writing".</p> <p><b>TASKS:</b> describe the principles of partnership "student - teacher", "student - student", "student - administration"</p> <p>Literature: 2,3,5</p>
2	<p><b>Topic 2. Critical thinking: concepts, approaches, ways of formation.</b> Concept of critical thinking. The role of critical thinking in science. Political, socio-economic, legal aspects of science as a social institution. Cognitive aspects of science as a field of cognitive activity. The historical context of the development of science. Thomas Kuhn and "The Structure of Scientific Revolutions". Concept of paradigm, scientific community. Crises and anomalies in "normal" science. The main trends in the development of science (retrospective and prospective dimensions).</p> <p><b>TASKS:</b> Analyze the concept of epistemological anarchism by P. Feyerabend.</p> <p><b>Literature:</b> 1, 4; 8</p>
3	<p><b>Topic 3. The problem of truth and the structure of academic knowledge.</b></p> <p>The concept of truth. Functions of truth in scientific knowledge. The problem of the existence of truth. Objectivism and relativism. Scientific truth and the problem of finding its criteria. Rational principles of truth. Verification and falsification. Practice as a criterion of truth. Forms of truth. Truth and delusion. Dialectic of the development of scientific knowledge. Sensory</p>

	<p>cognition and its elements. Specificity and role of sensory cognition of a social person. Rational cognition and its forms: a) concept as the main form of rational cognition; b) judgments and conclusions; c) the role of categories in the functioning and development of rational cognition, thinking, and consciousness. Types of rationality in modern culture. Argumentation as a methodology of persuasion in evolutionary and cognitive epistemology.</p> <p><b>TASKS:</b> Compare the concepts of conventionalism and pragmatism in the theory of truth. Determine the criteria by which the truth of scientific research can be assessed.</p> <p><b>Literature:</b> 2,4,8</p>
4	<p><b>Topic 4. Academic integrity: concepts, dimensions.</b></p> <p>Concepts of morality and trust in scientific discourse. The main value orientations of scientists. Bureaucratization of science as a challenge. R. Merton's concept of the "ethos of science". Basic principles of academic integrity: references to sources of information in the case of using ideas, developments, statements, information; compliance with the legislation on copyright and related rights; provision of reliable information about research methods and results, sources of used information and own pedagogical (scientific-pedagogical, creative) activity. Control over the observance of academic integrity by students of education. Forms of violation of academic integrity (academic plagiarism, self-plagiarism, fabrication, falsification, writing off, deception, bribery, biased assessment).</p> <p><b>TASKS:</b> Define the problems and prospects of commercialization of science.</p> <p><b>Literature:</b> 2, 4, 8.</p>
5	<p><b>Topic 5. Concept of intellectual property and its violation. Principles of formation of academic culture.</b></p> <p>Concept of material and intellectual property. The emergence of the right to intellectual property during the Age of Enlightenment (John Locke: the right of the creator of a literary work is "his inalienable right that arises from the nature of creative activity and exists regardless of its recognition by the state authorities"). Intellectual property in the post-industrial and information society. Copyright: from the first copyright law ("Statute of Queen Anne" in England in 1710, which secured the author's exclusive right to publish his work for 14 years) until today. Possibilities and rules for using intellectual property. The concept of "public domain" and the concept of open permission (Open Access) in the modern information space. Prevention of plagiarism as a basic principle of academic culture.</p> <p><b>TASKS:</b> to characterize the features of the implementation of the right to intellectual property.</p> <p><b>Literature:</b> 7.</p>
6	<p><b>Topic 6. Concepts and methods of scientific research.</b></p> <p>The concept of academic research. Basic principles of research work. The value of the researcher's personal motivation for writing a high-quality scientific paper. The social significance of research activities for society as a whole. The practical value of skills acquired as a result of independent scientific work for the activities of a sociologist. Foreign experience of learning the basics of scientific research and critical thinking. The task of raising the level of domestic scientific research. General scientific methods. Theoretical and empirical research methods. General scientific theoretical methods of scientific research. System method. Historical method. Method of analysis and synthesis. Method of deduction and induction. Theoretical methods specific to the study of social phenomena.</p> <p><b>TASKS:</b> Spiral dynamics of scientific research; research circle (from topic selection to literature, research methods, structure of work and conclusions).</p> <p><b>Literature:</b> 3,4,9</p>
7	<p><b>Topic 7. Oral and written communication in scientific discourse</b></p> <p>The concept of communication in scientific discourse. Types, types, levels of communication. Oral speech. Public speech, presentation, report: unity of form and content; verbal and non-verbal components (imagery and expressiveness, argumentation, intonation, facial expressions and gestures). Contact with the audience, rhetorical tools, means of emotional expression and persuasion. Skills of academic discussion, polemics. "Brainstorm" (brainstorm). The art of listening. The art of reading, analyzing, critically interpreting what is read. Written</p>

	<p>speech: essence, characteristics.</p> <p><b>TASKS:</b> Define active reading.</p> <p><b>Literature:</b> 4,6,7</p>
8	<p><b>Topic 8. Main styles and genres of academic writing.</b></p> <p>Concept of style and genre. Scientific style and its varieties. The text as a form of realization of academic writing. Monograph, article, dissertation, thesis, term paper, textbook, manual, essay, theses, abstract (reference and recommendation abstract, general and analytical recommendation), review (a short article of a scientific-theoretical or popular science nature, containing a critical analysis scientific work for the purpose of informing or evaluating), lecture, review, research proposal, theses, abstract (abstract-summary, abstract-summary, abstract-review).</p> <p><b>TASKS:</b> Give the main characteristics of scientific writing style.</p> <p>Literature: 1, 5, 11.</p>
9	<p><b>Topic 9. Organizational aspects of academic work.</b></p> <p>Basics of time management in academic work. General mechanisms of time use. Planning as the basis of effective academic work. Self-organization and locus of control. Methods and principles of effective time management (goal setting, prioritization, distribution of tasks, specification of goals and tasks). The Eisenhower matrix (practice of construction and use). Principles of organization of working time, workspace and tools. Use of linear notes and mental maps. Mental maps: concept, structure.</p> <p><b>TASKS:</b> the potential of using mind maps in academic research.</p> <p><b>Literature:</b> 2,6,8</p>
10.	<p><b>Topic 10. The main stages of writing a scientific text.</b></p> <p>Preparatory, main and final stages of writing a scientific text. The composition of the paragraph and the composition of the text of the work. The idea (based on a critical study of existing literature) – a vision of the problem (the future object of research) – a proposal to solve the problem (hypothesis) – definition of the subject and tools (methodology) of the study – development of an argument (based on a critical study of sources) – construction of the text. Requirements of originality, clarity, novelty. Structure of the text: introduction - main text (outline of arguments with proper use of original texts and sources) - conclusions.</p> <p><b>TASKS:</b> analyze the main mechanisms of determining the idea and relevance of a scientific text</p> <p><b>Literature:</b> 3,4</p>
11.	<p><b>Topic 11. Choosing the topic of a scientific text and determining its relevance.</b></p> <p>Selection of the topic of the scientific text (fundamental and applied topics). Principles of choosing the topic of a scientific text (according to Umberto Eco). The basic rules for formulating the title of the text. Personal interest of the student, benefit for future professional activity. The presence of a problem (unresolved issues, unresolved relations, sociological conflicts, etc.). Social importance of the chosen topic. The degree of scientific development, availability of literature. The student's level of familiarity with the topic. The reality of conducting research according to the schedule of scientific works. The possibility of researching a topic for an article, diploma, qualifying master's thesis, for a candidate's dissertation.</p> <p><b>TASKS:</b> analyze the criteria for choosing the topic of a scientific text.</p> <p><b>Literature:</b> 5.9</p>
12.	<p><b>Topic 12. Structure and design of scientific work.</b></p> <p>Definition of the object, subject, goal and tasks of scientific research. The formulation of a scientific question, its connection with a social problem, the solution of which is aimed at the research. Components of scientific work. Introduction (necessary elements of the introduction), the main part, conclusions. Development of the structure of scientific work using the MindMap computer program. Correspondence of the structural elements of the main part and conclusions to the purpose and tasks of the scientific work. Writing proposals for a research project. Justification of the relevance of the chosen topic. The problem, the</p>

	<p>solution of which is aimed at the research, the social importance of this problem.</p> <p><b>TASKS:</b> advantages of using computer programs for developing the structure of scientific work</p> <p><b>Literature:</b> 1,2,6</p>
13	<p><b>Topic 13. Basic principles of working with scientific sources.</b></p> <p>The quality of scientific sources used by students when writing scientific papers. Principles of citation and paraphrase. Determining the quality of Ukrainian sources: the list of professional publications, approved by the State Audit Office, Internet sites of individual journals. Determining the quality of foreign sources: a rating of English-language legal publications. Stages of work with literature. Search; systematization and storage of information; note-taking; preparation of the bibliography. Databases of full-text materials. League-Law database, scientific electronic library of periodicals of the Vernadsky Library, electronic catalogs of other libraries, Internet search using GOOGLE SCHOLAR. Information storage and note-taking systems using Word, OneNote, EverNote programs.</p> <p><b>TASKS:</b> describe the rules for the design of references and bibliographic lists approved by the Supreme Administrative Court of Ukraine and their use in student scientific work.</p> <p><b>References:</b> 1, 10, 11</p>
14	<p><b>Topic 14. Abstract as a genre of academic writing.</b></p> <p>The concept of abstract, abstracting. Informative (summary abstracts) and indicative (summary abstracts): essence, features. Structure of the essay: bibliographic description and text of the essay. Peculiarities of writing review essays. The main structural elements of the abstract text. Linguistic clichés used in essays. Peculiarities of abstracting translated texts ("false friends of translators", principles of adequacy and transformation). Basics of correct design of links. Annotated essay: concepts, characteristics.</p> <p><b>TASKS:</b> define what is the difference between informative and indicative essays.</p> <p><b>Literature:</b> 1,3,4</p>
15	<p><b>Topic 15. Features of the essay as a genre of academic writing.</b></p> <p>Use of the genre of criticism, scientific journalism in academic texts. The history of the formation of the essay as a genre of academic writing (M. Montaigne, F. Bacon). Definition and features of an essay as an analytical work (the presence of a clear author's position regarding the presented ideas, arguments and counterarguments, analysis of theoretical and empirical material). The structure and content elements of the essay (critical analysis of approaches and positions regarding a certain social or scientific problem, formulation and argumentation of the author's own vision).</p> <p><b>TASKS:</b> determine the role of the author's position in the process of writing an essay.</p> <p><b>Literature:</b> 3,5,8,9</p>
16	<p><b>Topic 16. Basic rules of writing a scientific article and theses.</b></p> <p>The concept and structure of a scientific article. Principles of choosing the title of a scientific article. Logic, conciseness, literacy, argumentativeness as necessary characteristics of a scientific article. The main requirements for the structural elements of the article: (statement of the problem in a general form; analysis of the latest research and publications; formulation of the purpose of the article; presentation of the main material; conclusions; list of used sources). Concept of theses as briefly formulated main provisions of the article. The specificity of the content and style of theses. Classification of theses. Requirements for theses writing.</p> <p><b>TASKS:</b> perform a comparative analysis structural and substantive part of the article and theses.</p> <p><b>Literature:</b> 4,7,10</p>
17	<p><b>Topic 17. Course work: essence, structure, stages of writing.</b></p> <p>The concept of course work as a type of independent educational and academic research. The main stages of work on coursework: preparatory, main, final. Work with sources. Compilation of a detailed coursework plan. Formulation of the plan as a general scheme for revealing the topic of the work. Logical determinism and interdependence of structural elements of the plan. Principles of text preparation and design of coursework sources. Formal and substantive requirements for coursework design.</p>

	<p><b>TASKS:</b> prove the importance of the preparatory stage in writing a term paper.  <b>Literature:</b> 1,2</p>
18	<p><b>Topic 18. Rules and principles of public speaking on publicizing the results of academic research.</b>  The main stages of public speaking (pre-communicative, communicative, post-communicative). Basic models of oral public communication. Analysis of the audience and possible communication barriers. Types of communicative barriers: phonetic, stylistic, semantic, logical Scientific report as a type of public performance (oratory monologue). Verbal and non-verbal communication during a public speech (oratory monologue). The use of presentations in public speeches to publicize research results.  <b>TASKS:</b> describe the main techniques of effective public speaking.  <b>Literature:</b> 2,4,5</p>

### Seminar (practical) classes

Seminar classes are aimed at developing students' ability to work with scientific literature, take an active part in the discussion, formulate and defend their position, develop and present presentations on key topics.

The main form of work at the seminar is practical cases, which combine theoretical and applied aspects of the course and allow to diagnose the research and communication competences of the master's students in combination with the demonstration and consolidation of knowledge. The teacher evaluates both the depth, breadth, and accuracy of the concepts and definitions given by the master during the solution of practical cases, as well as the ability to promptly respond to the audience's questions .

**The main tasks of the cycle of seminar (practical) classes:**

- to form students' concepts of academic culture, academic integrity;
- provide students with knowledge about the main modern trends in working on academic texts;
- teach how to use acquired skills and knowledge in practice;

**Topic 1.** Principles of functioning of higher education. Basic concepts, approaches and tasks of the course. Purpose: to familiarize with the main principles of the functioning of higher education in society, to define the concept of classical and research university.

**Topic 2.** Critical thinking: concepts, approaches, ways of formation . Purpose: to familiarize with the basic principles of the formation of critical thinking, to define the concept of paradigm, scientific community. Determine the main trends in the development of science (retrospective and prospective dimensions).

**Topic 3.** The problem of truth and the structure of scientific knowledge. The main problems of modern science. Purpose: to familiarize with the problems of the existence of truth, the search for its criteria, the specificity and role of rational and sensory cognition, types of rationality in modern culture.

**Topic 4 .** Academic integrity as a key to the development of modern science. Purpose: to determine the basic rules of academic integrity: references to sources of information in the case of using ideas, developments, statements, information; compliance with the legislation on copyright and related rights; provision of reliable information about research methods and results, sources of used information and own pedagogical (scientific-pedagogical, creative) activity.

**Topic 5.** Concept of intellectual property and its violation. Principles of formation of academic culture. Purpose: to define the concept and historical aspects of the development of intellectual property, to analyze the concepts of "public domain" and the concept of open permission (Open Access) in the modern information space.



**Topic 6.** Concepts and methods of academic research. Purpose: to analyze the basic principles of research work, the problems of low-quality writing of scientific papers in Ukraine, to familiarize with theoretical and empirical research methods, the peculiarities of their application in scientific research.

**Topic 7.** Students' oral and written communication. Purpose: to familiarize with the concept of oral and written communication in scientific discourse, their types and types, to analyze techniques of active reading of scientific texts.

**Topic 8.** Main styles and genres of academic writing. Purpose: to define the concept of style and genre, to characterize the scientific style and its varieties.

**Topic 9.** Organizational aspects of academic work. Purpose: to analyze time management as a mechanism for increasing the efficiency of academic work.

**Topic 10 .** The main stages of writing a scientific text. Purpose: to characterize the preparatory, main and final stages of writing a scientific text, the principles of text structuring.

**Topic 11.** Choosing the topic of a scientific text and determining its relevance. Purpose: to familiarize with the principles of social importance of the chosen topic, its relevance and prospects for further research.

**Topic 12.** Structure and design of scientific work. Purpose: to familiarize with the features of defining the object, subject, goal and tasks of scientific research, posing scientific questions, constituent parts of scientific work, writing conclusions.

**Topic 13.** Work with scientific sources. Purpose: to identify requirements for the quality of scientific sources that can be used when writing scientific works; familiarize with the ethical standards governing scientific activity in Ukraine, the rules for the design of references and bibliographic lists, approved by the Supreme Administrative Court of Ukraine.

**Topic 14.** Abstract as a genre of academic writing. Purpose: to familiarize with the concept of an abstract, principles of abstracting, types, structure of abstracts.

**Topic 15.** Features of the essay as a genre of academic writing. Purpose: to analyze the essay as a genre of academic writing, to determine the structure and content elements of the essay.

**Topic 16.** Basic rules of writing a scientific article and theses. Purpose: to characterize the scientific article as a type of academic writing, to determine the main requirements for the structural elements of the article.

**Topic 17 .** Coursework: essence, structure, stages of writing. Purpose: to analyze the coursework as a type of independent educational and academic research, to determine the main stages of work on the coursework.

**Topic 18.** Rules and principles of public speaking on publicizing the results of academic research. Purpose: to analyze a scientific report as a type of public speech (oratorical monologue), the main techniques of effective public speech.

## **6. Independent work of student**

With the aim of deepening students' knowledge of the discipline, gaining experience of independent work with scientific literature, independent processing of scientific literature on problematic issues is offered. Students are required to know the main problems and definitions of seminar topics, to be fluent in the categorical apparatus of the discipline.

In addition, correspondence students should independently consider the tasks intended for independent work and, based on this information, freely answer the questions.

### **Policy and control**

## **7. Policy of academic discipline (educational component)**

Working through the academic material of the credit module "Academic Writing and Critical Thinking", students complete an individual semester task by writing an MCR in the format of an academic essay.

## **Attendance and performance of tasks**

Given the practical absence in the domestic scientific and educational space of complex educational and scientific publications on this issue, it is very important to attend lectures, which will cover systematized educational material, in an amount sufficient for masters to master the discipline. It will be difficult for a student to properly prepare for a seminar class and complete a practical task if he misses lectures. Therefore, for students who wish to demonstrate excellent learning results, active work in lecture classes is simply necessary and will be evaluated during the express control. However, you do not need to make up missed lectures.

Active participation of the student in practical classes is mandatory and will be required. The student's rating will largely be formed based on the results of his work in practical (seminar) classes. Each missed practical session (regardless of the reasons for the absence) lowers the final rating of the student in the discipline. There is no specific number of missed practical classes, which will require the student to independently study the relevant topics (tasks) and additional communication on this matter with the teacher. However, a student who missed practical classes may receive a low rating. In this case, topics from missed seminar classes must be studied, and practical tasks must be completed by the student. Control of the student's level of understanding of missed topics (tasks) will take place during individual communication with the teacher according to the consultation schedule, or, if possible, during an educational session ("in pairs"). A student who completes the relevant tasks (answers the questions) will receive points corresponding to the rating depending on the quality of the answers (task completion).

Topics and tasks for practical classes are provided by the work program of the discipline, available in the "Campus" system and Moodle.

The use of laptops and smartphones is allowed in lectures and practical classes, but only for purposes determined by the subject of the class and the corresponding thematic task. During active participation in seminar classes, it is encouraged not only to study the texts necessary for mastering the given topic, but also to demonstrate critical thinking: participation in discussions, raising and revealing problematic issues of the course, finding non-standard innovative solutions.

## **Forms of work**

Educational classes in the discipline "Academic writing and critical thinking" are conducted in the form of lectures and practical seminar classes.

In the lectures, the teacher formulates the position of modern approaches to the concept, methods and technologies of academic research, the main styles and genres of academic writing. Lectures take place in the form of a dialogue, when the teacher asks counter-questions of the audience regarding the educational material, may ask to give an immediate answer to the current question, or the material of previous classes. In the course of the lectures, there are 3 express tests on knowledge of the key concepts of the training course.

Having acquired knowledge about the basics of scientific research activity, methods, methodology, procedures and professional and ethical standards of conducting sociological research taking into account the principles of academic culture and integrity, students will develop the ability to critically evaluate and rethink the accumulated experience (own and others), analyze their professional and social activities based on academic culture.

The modular control work is aimed at practicing the students' scientific work skills. In the course of classes, the teacher can show students video materials devoted to issues of methods and techniques of academic writing.

The main form of work in a seminar class is a performance, which combines the student's communicative abilities with the demonstration and consolidation of knowledge. The teacher evaluates both the depth, breadth, and accuracy of the definitions during the student's speech, as well as the ability to promptly respond to the audience's questions. During the seminar class, students' activity in formulating questions, participation in the discussion, formulation of alternative hypotheses is evaluated.

### University policy

#### Academic integrity

The policy and principles of academic integrity are defined in Chapter 3 of the Code of Honor of the National Technical University of Ukraine "Ihor Sikorsky Kyiv Polytechnic Institute". More details: <https://kpi.ua/code>.

#### Norms of ethical behavior

Standards of ethical behavior of students and employees are defined in Chapter 2 of the Code of Honor of the National Technical University of Ukraine "Ihor Sikorskyi Kyiv Polytechnic Institute". More details: <https://kpi.ua/code>.

## 8. Types of control and rating system for evaluating learning outcomes (RSO)

Current control: [surveys on the topic of classes, express control](#);

Calendar control: [is conducted twice a semester as a monitoring of the current state of fulfillment of the syllabus requirements](#).

Semester control: [assessment](#)

#### Evaluation and control measures

The student's rating in the discipline consists of points obtained for:

- 1) answers, reports and additions to the answers of other students at seminar classes;
- 2) compilation of cases and participation in the discussion process at seminar classes;
- 3) writing MKR in the format of an academic essay;
- 4) results of express control at lectures;

Work in seminar classes is evaluated in total of 6 points according to the following criteria:

- "excellent" - a creative approach to solving a problem, participation in simulation exercises, drawing up cases - 5-6 points;
- "good" - in-depth disclosure of the problem, reflected own position, compilation of cases - 3-4 points;
- "satisfactory" - justified disclosure of a problem with certain shortcomings - 1-2 points;
- "unsatisfactory" - complete passivity in the seminar class - 0 points.

The teacher evaluates the student's work in each practical lesson, but the specific final number of points for work in practical lessons is assigned by the teacher during the first and second stages of the intermediate certification - in the eighth and sixteenth weeks of study, respectively. The student's rating as of the 8th week (based on the results of work in 6-8 practical classes) and the 16th week (based on the results of work in the next 6-8 practical classes) of training is communicated to the student in class or in the personal office of the electronic campus.

Detailed criteria for evaluating the student's learning outcomes are defined in the regulation on RSO in the discipline.

The student can appeal the teacher's assessment by submitting a corresponding complaint to the teacher no later than the next day after the student has been informed of the teacher's assessment. The complaint will be processed according to the procedures established by the university.

No	Assessment control measure	%	Weight	How	In total
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z/p			score	many	
1.	Speeches with reports at seminar classes	40	4	10	40
2.	Active work in seminar classes, participation in discussions	36	2	18	36
3.	Express control at lectures	10	5	2	10
4.	Modular control work (MCR)	14	14	1	14
	In total				100

**Conditions for admission to the semester control:** [enrollment of all prescribed WP documents](#)

The sum of the rating points received by the student during the semester is transferred to the final grade according to the transfer table. If the sum of points is less than 60, the student performs additional written work (essay) to receive credit. In this case, the sum of points for additional written work (essay) is transferred to the final grade according to the transfer table. A student who received more than 60 points in the semester receives credit automatically.

Table of correspondence of rating points to grades on the university scale:

<i>Scores</i>	<i>Mark</i>
100-95	Excellent
94-85	Very good
84-75	Fine
74-65	Satisfactorily
64-60	Enough
Less than 60	Not allowed
Admission conditions not met	Not allowed

## 9. Additional information on the discipline (educational component)

### Recommendations for students

When working at lectures, it is important for the student to use the technique of noting the main concepts, signs, classifications, definitions, procedures that the teacher will talk about. If the student listens carefully, records the relevant material, then reads this text, applies it when solving a task or preparing for a practical lesson. If, after that, the student presents his justified position (opinion), critically evaluates the positions (opinions) of other students, asks questions to the teacher and students - the amount of educational material he has learned and the depth of his understanding will increase many times.

During the preparation for the practical lesson, the student must study the lecture material of a certain topic, preferably familiarize himself with additional resources on the network. When questions arise, unclear provisions are identified, it is necessary to discuss them with the teacher. At a seminar class, even a well-prepared student should not remain a passive observer, but actively participate in the discussion of the issue. If the student has not familiarized himself with the educational material, he should listen more carefully to the speakers, and thanks to the information received, try to compensate for the shortcomings of preparation for the class. When answering, you should not be afraid to make a

mistake - one of the important tasks of studying humanitarian disciplines is to develop the ability to think logically and express your own opinions accordingly. However, it is worth remembering that ignorance of the material of the discipline is a significant drawback of the student's work and will negatively affect his overall rating. A responsible attitude to the preparation for each seminar class makes it possible not only to learn the educational material correctly, but also to optimize the procedure for passing the semester control.

### **Distance Learning**

Synchronous distance learning is possible using video conferencing platforms and the Sikorsky educational platform for distance learning at the university.

### **Inclusive education**

It is allowed

### **Working program of the academic discipline (syllabus):**

**Compiled by** Tetiana Kolomiiets, Doctor of Philosophy, Associate Professor of the Department of Sociology

**Approved by the Department of Sociology** (protocol No. 10 dated April 8, 2023).

**Agreed by the Methodical Council of KPI named after Igor Sikorskyi** (protocol No. 8 dated June 2, 2023).

Appendix A

### **A rating system for evaluating learning outcomes (for full-time students)**

The rating of a student in the discipline "Academic writing and critical thinking" consists of points obtained for:

- 1) reports, answers and additions to the answers of other students;
- 2) activity (compilation of cases and participation in the discussion process) at seminar classes;
- 3) writing MCW in the format of an academic essay;
- 4) results of express control at lectures;

#### **System of rating (weighted) points and evaluation criteria:**

##### 1. Work in seminar classes (the maximum number of points in 1 seminar class is 6):

active participation in the lesson; providing a full and reasoned, logically presented report, answer, expressing one's own position on debatable issues or a completely correct solution of tasks with appropriate justification, in combination with appropriate additions to the answers of other students in the discussion process; compilation of cases;	5-6
active participation in the lesson; providing correct answers or correctly solving problems with minor inaccuracies, violations of the logic of the answer or justification when solving the problem;	3-4
giving answers with significant numerical errors or solving tasks with gross errors, solving tasks without justification	1-2

##### 2. Writing MCW in the format of an academic essay (maximum 14 points)

An innovative and creative approach to problem solving, compliance with formal and substantive requirements for an academic essay.	13-14
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Deep disclosure of the problem, reflected own position, compliance with formal and substantive requirements for an academic essay.	10-12
Reasoned disclosure of the problem with certain shortcomings, compliance with formal and substantive requirements for an academic essay.	7-9
Sufficient disclosure of the problem with numerous shortcomings, a minor violation of the formal and substantive requirements for an academic essay.	1-6
Insufficient disclosure of the problem with numerous shortcomings, a significant violation of the formal and substantive requirements for an academic essay.	0

#### Incentive points

A total of no more than 5 points for the following types of work:

- for scientific and research activities (participation in conferences, competitions of student works, publications);
- participation in faculty olympiads in the discipline and all-Ukrainian olympiads

#### **Calculation of the rating scale (R):**

The sum of the weighted points of control measures during the semester is:

$$RD = 40 + 36 + 10 + 14 = 100 \text{ points.}$$

Students who scored 60 or more points during the semester (  $RD \geq 0.6 R$  ) receive credit automatically.

**Students who have not submitted all the documents prescribed by the discipline program are not allowed to be counted .**

Students who submitted all the documents, but scored less than 60 points during the semester (  $RD < 0.6 R$  ), correct the deficiencies in the submitted documents and receive admission to the credit based on the results of such work, taking into account the quality of the submitted documents and activity in seminar (practical) classes.

In order for the student to receive the appropriate grades (ECTS and traditional), his rating grade (  $RD$  ) is translated according to the table:

<b>Scores</b>	<b>Mark</b>
100-95	Excellent
94-85	Very good
84-75	Fine
74-65	Satisfactorily
64-60	Enough
Less than 60	Not allowed
Admission conditions not met	Not allowed

Appendix B

#### **Topics of modular control works:**

1. Describe the main principles of European higher education: independence, neutrality; focus on scientific knowledge and development; critical understanding of knowledge; the university as a cultural center.
2. Analyze the political, socio-economic, and legal aspects of science as a social institution.
3. Identify the main trends in the development of science (retrospective and prospective dimensions).

4. Describe the principles of verification and falsification as criteria of truth.
5. Analyze rational cognition and its forms: a) concept as the main form of rational cognition; b) judgments and conclusions; c) the role of categories in the functioning and development of rational cognition, thinking, and consciousness.
6. Define the concepts and basic principles of critical thinking.
7. Describe the main principles of academic integrity: references to sources of information when using ideas, developments, statements, information; compliance with the legislation on copyright and related rights; provision of reliable information about research methods and results, sources of used information and own pedagogical (scientific-pedagogical, creative) activity.
8. Analyze the concept of "public domain" and the concept of open permission (Open Access) in the modern information space.
9. Determine the social significance of research activities for society as a whole.
10. Describe the theoretical methods specific to the study of social phenomena.
11. Public speaking: contact with the audience, rhetorical tools, means of emotional expression and persuasion.
12. Define the text as a form of realization of academic writing.
13. Describe the methods and principles of effective time management (goal setting, prioritization, distribution of tasks, specification of goals and tasks).
14. Describe the idea and relevance of a scientific text, the main mechanisms of their determination.
15. Describe the main stages of working on an academic text: idea – vision of the problem – proposal of a solution to the problem – definition of the subject and tools (methodology) of the research – development of argumentation (based on critical analysis of sources) – construction of the text.
16. Analyze the role of time management in working on academic texts.
17. Analyze the principle of correspondence of the structural elements of the main part and conclusions to the purpose and tasks of the scientific work.
18. Analyze the principles of posing a scientific question, its connection with the social problem, the solution of which is aimed at the research.
19. Define the term course work as a type of independent educational and academic research.
20. Describe a scientific report as a type of public speech (oratory monologue).