

Документ подписан простой электронной подписью
Информация о владельце:
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Должность: Ректор
Дата подписания: 28.05.2018 13:27:44
Уникальный программный ключ:
ca953a0120d891083f939673078e1a989dae18a

**The Federal state autonomous educational institution of higher education
«Peoples' Friendship University of Russia named after Patrice Lumumba»**

Faculty of Philology

(наименование основного учебного подразделения (ОУП)-разработчика ОП ВО)

PROGRAM OF DISCIPLINE

Basics of Academic Writing

(Name of the Discipline / Module)

Recommended for the direction of training/speciality:

42.03.02 Journalism

(Code and Name of the field of study, the direction of training/speciality)

The discipline is carried out within the framework of the main professional educational program of higher education (EP HE):

Multimedia Journalism

(Name of the educational program)

1. OBJECTIVE OF THE DISCIPLINE

The course Basics of Academic Writing is designed to equip students with the fundamental skills required to produce clear, structured, and properly referenced academic texts in English. It focuses on developing critical thinking, formal writing style, and academic integrity.

The main objectives are:

1. To introduce students to the structure and conventions of academic texts, including essays, reports, and research papers.
2. To develop students' ability to construct logical arguments, use evidence effectively, and maintain a formal tone.
3. To teach proper citation practices and help students avoid plagiarism through responsible use of sources.

2. REQUIREMENTS TO STUDENTS ON FINISHING THE COURSE

Students are expected to master the following competencies:

Table 2.1. The list of competencies formed in the mastering of the discipline (the results of the discipline)

Code	Competence	Indicators of competence achievement (within the discipline)
GC-1.	Able to search, critically analyze and synthesize information, apply a systematic approach to solve problems.	GC-1.1 - Analyzes the task, identifying its basic components
		GC-1.3 - Researches information for solving a task by different types of requests
		GC-1.4 - Distinguishes facts from opinions, interpretations, estimations, forms own opinions and judgments, argues his/her conclusions and point of view when processing information
GPC-1	Able to create media texts and (or) media products demanded by society and industry, and (or) communication products in accordance with the norms of Russian and foreign languages, and the peculiarities of other sign systems.	GPC-1.1. Identifies specific characteristics of media texts and (or) media products and (or) communication products from different media segments and platforms
		GPC-1.2. Prepares journalistic texts and (or) products of various genres and formats in accordance with Russian and foreign language norms and other sign systems

3. THE DISCIPLINE (MODULE) IN THE STRUCTURE OF EP HE

The discipline “Basics of Academic Writing” belongs to the Variative Module of Block 1 of the curriculum. Table 1 shows preceding and subsequent subjects aimed at forming competence discipline by the matrix of competencies.

Table 3.1. The list of components of the EP HE, contributing to the achievement of the planned results of the discipline

Code	Competence	Previous discipline	Subsequent disciplines
GC-1.	Able to search, critically analyze and synthesize information, apply a systematic approach to solve problems.	Mathematics / Математика Introduction to Journalism / Введение в специальность	PR and media relations / Связи с общественностью и медиарилейшенс History of Journalism / История журналистики Art & culture journalism / Журналистика культуры и искусства Sports Journalism / Спортивная журналистика
GPC-1	Able to create media texts and (or) media products demanded by society and industry, and (or) communication products in accordance with the norms of Russian and foreign languages, and the peculiarities of other sign systems.		Radio Broadcasting / Основы радиовещания Journalist job in a newspaper / Работа журналиста в газете Writing and Essential Editing / Литературное редактирование Professional workshop / Профессиональная мастерская Storytelling / Сторителлинг

4. THE SCOPE OF THE DISCIPLINE AND TYPES OF ACTIVITIES

The overall workload of the discipline is 2 credits.

Types of activities	Total hours	Semesters			
		1	2	3	4
Classroom activities (total)					
<i>Lectures</i>	15		15		
<i>Practical lessons/Seminars</i>	15		15		
<i>Laboratory activities</i>					
<i>Control</i>	15		15		
Independent work (total)	27		27		
Overall workload hours	72		72		
Credits	2		2		

5. CONTENT OF THE DISCIPLINE

Table 5.1 Content of the discipline (module) by type of activity

Name of the Unit	Content of the Units (topics)	Type of activity
Characteristics and Structure of Academic Writing Introduction to formal style, objective tone, and typical components of academic texts (introduction, body, conclusion).	Formal vs. Informal Writing: Key Differences The Structure of an Academic Paper (Introduction, Body, Conclusion) Tone, Objectivity, and Clarity in Academic Texts	Lecture
Developing a Clear Thesis and Logical Argumentation How to formulate research questions, thesis statements, and build coherent argument structures.	From Research Question to Thesis Statement Argumentation Techniques: Deductive and Inductive Reasoning Organizing Paragraphs for Logical Flow	Lecture
Using and Citing Sources Correctly Overview of quoting, paraphrasing, summarizing, and referencing styles (APA, MLA, etc.).	Quoting, Paraphrasing, and Summarizing: When and How Citation Styles Overview: APA, MLA, and Chicago Academic Integrity and the Ethics of Source Use	Lecture

Name of the Unit	Content of the Units (topics)	Type of activity
Common Grammar and Style Issues in Academic Writing Frequent mistakes in sentence structure, word choice, punctuation, and how to maintain clarity and precision.	Avoiding Wordiness, Repetition, and Ambiguity Sentence Structure: Clarity, Variety, and Agreement Punctuation Rules and Common Mistakes	Lecture
Writing and Revising a Paragraph	Practice in writing topic sentences, supporting arguments, and transitions, followed by peer editing.	Seminar
Analyzing Academic Texts	Group work focused on identifying structure, argument, and tone in published essays or articles.	Seminar
Paraphrasing and Avoiding Plagiarism	Practical exercises in rephrasing source material and using citation tools.	Seminar

6. MATERIAL AND TECHNICAL SUPPORT OF THE DISCIPLINE

The discipline is implemented using e-learning and distance learning technologies

Table 6.1. Material and technical support of the discipline

Type of classroom	Classroom equipment	Specialized educational/laboratory equipment, software and materials for the mastering the discipline (if necessary)
Digital Classroom	Computer, TV VCR and a transparency projector. CD players and DVD players	
Lecture room	Computer, internet, TV VCR and a transparency projector	
Home for independent work	Computer, internet	
Library for independent work	Computer, internet	

* The classroom for students' independent work **MUST be indicated!**

7. EDUCATIONAL AND METHODOLOGICAL AND INFORMATIONAL SUPPORT OF THE DISCIPLINE

Main readings

1. Birkenstein, C., & Graff, G. (2018). *They say/I say The moves that matter in academic writing*. WW Norton & Company.
2. Bailey, S. (2014). *Academic writing: A handbook for international students*. Routledge.
3. Morley, J. (2018). *Academic phrase bank: A compendium of commonly used phrasal elements in academic English in PDF format*. Verlag nicht ermittelbar.

Other recommended readings

1. Hacker, D., & Sommers, N. (2011). *Rules for writers*. Macmillan.
2. Coffin, C., Curry, M. J., Goodman, S., Hewings, A., Lillis, T., & Swann, J. (2005). *Teaching academic writing: A toolkit for higher education*. Routledge.
3. Murray, R., & Moore, S. (2006). *The Handbook of Academic Writing - A Fresh Approach*. New York: Open University Press.
4. Oshima, A., & Hogue, A. (2006). *Writing Academic English (4th ed.)*. New York: Pearson Education, Inc.
5. Ramage, D. J., John, B. C., & Johnson, J. (2010). *Writing Arguments – A Rhetoric with Readings*. USA: Longman.
6. Ruszkiewicz, J. J., & Dolmage, J. T. (2012). *How to write anything: A guide and reference with readings*. Macmillan.
7. Swales, J. M., & Peak, C. B. (2001). *Academic Writing for Graduate Students - Essential Tasks and Skills*. Michigan: The University of Michigan Press.
8. Vallis, G. L. (2010). *Reason to Write: Applying Critical Thinking to Academic Writing*. North Carolina: Kona Publishing and Media Group.
9. Zemach, D. E., & Rumisek, L. A. (2006). *Academic Writing - From Paragraph to Essay*. ?: Macmillan.
10. Taherdoost, H. (2016). Sampling methods in research methodology; how to choose a sampling technique for research. *How to Choose a Sampling Technique for Research (April 10, 2016)*.
11. Gump, S. E. (2018). *Writing for Publication: Transitions and Tools That Support Scholars' Success* by Mary Renck Jalongo and Olivia N. Saracho.
12. Maier, H. R. (2013). What constitutes a good literature review and why does its quality matter?. *Environ. Model. Softw.*, 43, 3-4.
13. Pautasso, M. (2013). Ten simple rules for writing a literature review. *PLoS computational biology*, 9(7), e1003149.
14. Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill-building approach*. John Wiley & sons.
15. <http://creativewritinginamerica.weebly.com/unlearning-to-write.html>
16. The advice of Kathleen Kendall-Tackett, “Writing for Publication: An Essential Skill for Graduate Students with Disabilities” <https://www.apa.org/pi/disability/resources/writing>
17. <https://wts.indiana.edu/acc-docs/writing-guides/paragraphs-and-topic-sentences.pdf>
18. <https://wts.indiana.edu/acc-docs/writing-guides/using-evidence.pdf>

19. <https://wts.indiana.edu/acc-docs/writing-guides/plagiarism-how-to-avoid.pdf>
20. <https://wts.indiana.edu/acc-docs/writing-guides/using-outlines.pdf>
21. <https://wts.indiana.edu/acc-docs/writing-guides/writing-conclusions.pdf>
22. <http://writing2.richmond.edu/writing/wweb/argument.html>
23. <https://www.harvardwrites.com/>
24. <https://advice.writing.utoronto.ca/planning/paragraphs/>

Web-sites and online resources

1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:

- <http://www.rad.pfu.edu.ru/>
- www.libfl.ru
- www.portalus.ru
- www.project.phil.pu.ru
- www.lib.fl.ru
- www.gutenberg.net
- www.ipl.org
- www.theEuropeanlibrary.org; www.epoch-net.org
- <http://gabro.ge/biblio/0707/3066/filosof.historic.ru/books/item/f00/s00/z00358/st000/htm/>

2. Databases and search systems:

- web search engine google.com
- online encyclopedia wikipedia.org
- news aggregation website drudgereport.com
- Google scholar.com

Teaching materials for students' independent work while mastering the discipline/module:*

1. A course of lectures on the discipline.
2. Practical assignments and their brief contents;
3. Questions for self-check, and test assignments.

* - all educational and methodical materials for students' independent work are published in the current order on the page of the discipline in TUIS!

8. GRADING MATERIALS AND GRADING-RATING SYSTEM FOR ASSESSING THE LEVEL OF COMPETENCE FORMED IN THE DISCIPLINE

The grading materials and grading-rating system* for assessing the level of competence (part of competencies) for the discipline are presented in the Appendix to this Working program of the discipline.

* - are formed based on the requirements of the corresponding local normative act of RUDN University.