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**Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
RUDN University**

Faculty of Philology

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

Academic writing

course title

Recommended by the Didactic Council for the Education Field of:

42.04.02 Journalism

field of studies / speciality code and title

**The course instruction is implemented within the professional education programme
of higher education:**

Global and Digital Media

higher education programme profile/specialisation title

2026

1. OBJECTIVE OF THE DISCIPLINE

The aim of the course is to develop students' ability to produce clear, coherent, well-structured, and academically sound texts in English for study, research, and professional communication in journalism and digital media. The course focuses on the principles of academic argumentation, responsible use of sources, appropriate academic style, and the preparation of research-based written work in accordance with established scholarly conventions.

The main objectives are:

- to introduce students to the principles, structure, and conventions of academic writing in English;
- to develop students' ability to formulate a research problem, purpose, objectives, research questions, and a logically structured argument;
- to improve students' skills in planning, drafting, revising, editing, and proofreading academic texts;
- to develop the ability to search for, critically evaluate, synthesize, and appropriately integrate academic and professional sources into written work;
- to provide practical training in summarising, paraphrasing, quoting, referencing, and avoiding plagiarism;
- to enhance students' ability to use an appropriate academic register, discipline-specific vocabulary, and cohesive devices;
- to develop students' skills in preparing research papers, literature reviews, abstracts, conference proposals, and other academic texts relevant to journalism and digital media studies;
- to promote ethical and responsible academic communication, including the appropriate use of digital tools and artificial intelligence in the writing process.

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)
UC-1	Able to critically analyze problem situations on the basis of a systematic approach, to develop a strategy of action	UC-1.1 Knows types, methods, and concepts of critical analysis
		UC-1.2 Can apply types, methods, and concepts of critical analysis to develop a plan of action in problematic situations
UC-4	Able to use modern communication technologies in the state language of the Russian Federation and foreign language(s) for academic and professional interaction	UC-4.2 Can present scientific and professional information in Russian and foreign (-s) languages intelligently, clearly and accessible in written and/or oral form; create texts of official and scientific style of speech in Russian and foreign (-s) languages when presenting professional issues; edit and proofread official, scientific and professional texts in Russian and foreign (-s) languages; use modern information

Code	Competence	Indicators of competence achievement (within the discipline)
		and communication technologies for academic and professional interaction
		UC-4.3 Knows the skills of effective oral and written communication in the process of academic and professional interaction in Russian and foreign language(s), including the use of modern information and communication technologies

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

The discipline “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 in accordance with 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	Name of competence	Previous discipline	Subsequent disciplines
UC-1	Able to critically analyze problem situations on the basis of a systematic approach, to develop a strategy of action	Modern mass communication theories / Современные теории массовой коммуникации Professional workshop / Профессиональная мастерская	Stereotypes in international journalism / Стереотипы в международной журналистике Infographics / Инфографика Propaganda in mass media / Пропаганда в СМИ Investigative journalism / Расследовательская журналистика Professional workshop / Профессиональная мастерская Academic and research work / Научно-исследовательская работа Research practice / Научно-исследовательская практика MA Qualification Thesis / Выпускная

Code	Name of competence	Previous discipline	Subsequent disciplines
			квалификационная работа
UC-4	Able to use modern communication technologies in the state language of the Russian Federation and foreign language(s) for academic and professional interaction	Modern media text / Современный медиатекст Foreign language (Russian as a foreign language) / Иностранный язык (русский язык как иностранный) Modern mass communication theories / Современные теории массовой коммуникации Mobile journalism / Мобильная журналистика Sports reporting / Спортивная журналистика	Stereotypes in international journalism / Стереотипы в международной журналистике Infographics / Инфографика Propaganda in mass media / Пропаганда в СМИ Investigative journalism / Расследовательская журналистика Professional workshop / Профессиональная мастерская Academic and research work / Научно-исследовательская работа Research practice / Научно-исследовательская практика MA Qualification Thesis / Выпускная квалификационная работа

4. THE SCOPE OF THE DISCIPLINE AND TYPES OF ACTIVITIES

The overall workload of the discipline is **2** credits.

Table 4.1. Types of educational work by periods of study of the EP HE for the full-time mode of study

Type of activity		TOTAL, ac. hours	Semester (s)			
			1	2	3	4
<i>Classroom activities, ac. hours</i>		34		34		
Including:						
Lectures						
Laboratory activities						
<i>Practical lessons/Seminars</i>		34		34		
<i>Independent work, ac. hours</i>		29		29		
<i>Control, ac. hours</i>		9		9		
Overall workload	ac. hours	72		72		

Type of activity	TOTAL, ac. hours	Semester (s)			
		1	2	3	4
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
Unit 1. Academic Writing as a Form of Scholarly Communication	1) Principles and conventions of academic writing What are the main purposes and characteristics of academic writing? How does academic writing differ from journalistic, professional, and informal communication? What are the expectations regarding clarity, objectivity, precision, evidence, and authorial responsibility? 2) Academic integrity and responsible writing practices What constitutes plagiarism, self-plagiarism, fabrication, and inappropriate borrowing? How can sources and digital writing tools, including generative artificial intelligence, be used ethically and transparently?	Practical lessons/Seminars
Unit 2. Planning and Structuring Academic Texts	1) From a research topic to a focused argument How can a broad topic be narrowed into a research problem? How are the purpose, objectives, research questions, and central argument formulated? 2) Structure of an academic text What functions do the introduction, main body, and conclusion perform? How are paragraphs structured? How can logical progression and coherence be maintained throughout a text? 3) Planning and outlining How can an effective working outline be developed? How do different types of outlines support the drafting process?	Practical lessons/Seminars
Unit 3. Working with Academic Sources	1) Searching for and evaluating sources How can relevant academic and professional sources be identified? What criteria can be used to evaluate their reliability, relevance, authority, and currency? 2) Reading and note-taking strategies How can students identify key arguments, evidence, methodology, and limitations in academic texts? How can notes be organised to support further writing? 3) Summarising, paraphrasing, and quoting What is the difference between summary, paraphrase, and direct quotation? How can	Practical lessons/Seminars

Name of the Unit	Content of the Units (topics)	Type of activity
	source material be integrated without distorting the author's meaning or reproducing the original wording too closely?	
Unit 4. Academic Argumentation and Evidence	1) Developing an academic argument What are the main components of a well-supported argument? How are claims, reasons, evidence, assumptions, and counterarguments connected? 2) Using evidence effectively How can theoretical sources, empirical data, media examples, and research findings be used to support an argument? How can unsupported generalisations and logical inconsistencies be avoided? 2) Synthesising multiple sources How can different scholarly positions be compared, contrasted, and combined? How can a literature-based discussion be organised around ideas rather than individual authors?	Practical lessons/Seminars
Unit 5. Academic Style, Language, and Cohesion	1) Academic register and discipline-specific language What lexical and grammatical features characterise academic English? How can an appropriate balance between formality, clarity, caution, and confidence be achieved? 2) Cohesion and coherence How are ideas connected within and between paragraphs? How can linking devices, referencing expressions, and thematic progression improve readability? 3) Common language issues in academic writing How can ambiguity, redundancy, excessive nominalisation, vague wording, and overly complex sentence structures be identified and corrected?	Practical lessons/Seminars
Unit 6. Academic Genres in Journalism and Media Studies	1) Abstracts and research summaries What information should an abstract contain? How can the purpose, methods, results, and significance of a study be presented concisely? 2) Literature reviews What is the purpose of a literature review? How can sources be grouped thematically, conceptually, or methodologically? 3) Research papers and analytical essays How can a research-based text be structured around a clearly defined problem and argument? 4) Conference proposals and professional academic communication How can a research topic and its relevance be presented for an academic audience?	Practical lessons/Seminars

Name of the Unit	Content of the Units (topics)	Type of activity
Unit 7. Referencing and Citation Practices	1) Principles of citation and referencing Why must sources be acknowledged? What information is required in in-text citations and reference lists? 2) Consistency in citation style How can one citation system be applied consistently throughout a text? How can bibliographic information be checked and corrected? 2) Reference-management and digital tools How can digital tools support the organisation of sources and references? What limitations and risks should be considered when using automated citation generators?	Practical lessons/Seminars
Unit 8. Drafting, Revising, and Editing Academic Texts	1) The writing process How do planning, drafting, feedback, revision, editing, and proofreading differ? Why should academic writing be treated as an iterative process? 2) Peer review and feedback How can students evaluate the structure, argumentation, evidence, and language of a peer's text? How can constructive feedback be formulated and applied? 3) Editing and proofreading strategies How can writers identify problems related to content, organisation, style, grammar, punctuation, and formatting? 4) Preparation of a final academic paper Students plan, draft, revise, and submit a research-based academic text related to journalism or digital media studies.	Practical lessons/Seminars

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 of the discipline (if necessary)
Computer classroom	A classroom is equipped with a computer, TV VCR and a transparency projector. CD players and DVD players are available upon request.	The computer has to be equipped with licensed and up-to-date software. Each computer has broadband Internet access. All computers are connected to RUDN University corporate computer network and are located in a single domain.

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

7. EDUCATIONAL AND METHODOLOGICAL AND INFORMATIONAL SUPPORT OF THE DISCIPLINE

Main readings:

1. Bailey S. *Academic Writing: A Handbook for International Students*. – 5th ed. – London: Routledge, 2018.
2. Swales J. M., Feak C. B. *Academic Writing for Graduate Students: Essential Tasks and Skills*. – 3rd ed. – Ann Arbor: University of Michigan Press, 2012.
3. Graff G., Birkenstein C. *They Say / I Say: The Moves That Matter in Academic Writing*. – 5th ed. – New York: W. W. Norton & Company, 2021.
4. Turabian K. L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. – 9th ed. – Chicago: University of Chicago Press, 2018.
5. Cottrell S. *Critical Thinking Skills: Effective Analysis, Argument and Reflection*. – 4th ed. – London: Red Globe Press, 2023.

Other recommended readings:

6. Booth W. C., Colomb G. G., Williams J. M., Bizup J., FitzGerald W. T. *The Craft of Research*. – 4th ed. – Chicago: University of Chicago Press, 2016.
7. Sword H. *Stylish Academic Writing*. – Cambridge, MA: Harvard University Press, 2012.
8. Wallwork A. *English for Academic Research: Writing Exercises*. – 2nd ed. – Cham: Springer, 2023.
9. Wallwork A. *English for Writing Research Papers*. – 2nd ed. – Cham: Springer, 2016.
10. Murray R. *Writing for Academic Journals*. – 4th ed. – Maidenhead: Open University Press, 2020.
11. Ridley D. *The Literature Review: A Step-by-Step Guide for Students*. – 2nd ed. – London: SAGE Publications, 2012.
12. Machi L. A., McEvoy B. T. *The Literature Review: Six Steps to Success*. – 4th ed. – Thousand Oaks: Corwin, 2022.
13. Hartley J. *Academic Writing and Publishing: A Practical Handbook*. – London: Routledge, 2008.
14. Williams J. M., Bizup J. *Style: Lessons in Clarity and Grace*. – 13th ed. – Boston: Pearson, 2021.
15. American Psychological Association. *Publication Manual of the American Psychological Association*. – 7th ed. – Washington, DC: American Psychological Association, 2020.

Web-sites and online resources:

1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров: [УНИБЦ \(НБ\) РУДН \(rudn.ru\)](http://yuniбц(нб)рудн(rudn.ru))
2. Purdue Online Writing Lab – materials on academic writing, citation, grammar, and research practices
3. Manchester Academic Phrasebank – phraseological resources for structuring academic texts and presenting research arguments
4. Harvard College Writing Center – resources on academic essays, thesis statements, argumentation, and revision
5. Committee on Publication Ethics – guidelines and educational materials on research and publication ethics
6. Crossref – bibliographic metadata and DOI search services
7. ORCID – researcher identification and academic profile management
8. Mendeley Reference Manager – tools for organising academic sources and preparing reference lists
9. Databases and search systems:

- <https://www.researchgate.net/>
- [Publons](#)
- [Directory of Open Access Journals – DOAJ](#)
- [JURN : search millions of free academic articles, chapters and theses](#)

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, test assignments.

* - all educational and methodical materials for students' independent work are published in accordance with 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 competences) for the discipline are presented in the Appendix to this Working program of the discipline.

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