

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Academic writing and reading**
2. Course code:
3. Course type (compulsory or optional): **compulsory**
4. Study programme name: **Language and communication in healthcare**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **2nd cycle of studies**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **1MA**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **30h**
9. Number of ECTS credits: **3**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: : **dr Przemysław Kaszubski, dr Magdalena Zabielska**
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no: **no**

II. Detailed information

1. Course aim (aims):
 1. Consistently portray MA Thesis as an argument ("thesis"), rather than an expository or balanced 'for-and-against' essay, a compilation of citations etc.;
 2. Teach academic text organisation, in accordance with recommended, widely applicable rhetorical models and in keeping with WA BA/MA thesis organisation;
 3. Develop / enhance students' ability to integrate sources into their argument;
 4. Inspect proper documentation of sources (WA Stylesheet and Template conformity);
 5. Propagate and practise the use of 'proper' academic style.
2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): English at B2 level
3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes (EK):

Course learning outcome symbol (EU)	On successful completion of this course, a student will be able to:	Reference to study programme learning outcomes (EK)
EU_01	plan a longer academic argument	K_W05, K_U01-07
EU_02	successfully integrate external sources into the argument and/or organise a literature review	K_W16, K_U01-07
EU_03	clearly and effectively describe methodological details (as typical of their specialised discipline)	K_U01-07
EU_04	present and discuss the results of a study (as typical of their specialised discipline)	K_U01-07
EU_05	plan an effective introduction and conclusion to an MA thesis	K_U01-07
EU_06	apply proper academic vocabulary, phraseology and style (in connection with the requirement of their discipline, if specific)	K_W05, K_U01-07
EU_07	understand and apply the WA Stylesheet and effectively search for information in it	K_W16, K_U01-07
EU_08	effectively use the BA/MA template and apply its formatting features	K_W16, K_U01-07

4. Learning content with reference to course learning outcomes (EU)

Course learning content:	Course learning outcome symbol (EU)
Social contextualisation of research	EU_01-06
MA paper structure, discipline variation and rhetorical structure	EU_02-06
MA paper formatting and citation	EU_07-08
Academic vs non-academic language – vocabulary and grammar	EU_06
Academic style – stance and hedging	EU_01, EU_06
Working with sources	EU_01-02, EU_07-08
Synthesising sources	EU_01-02, EU_07-08
Describing methods	EU_03
Results and discussion	EU_04
Introduction and Conclusion	EU_05
MA samples - consultations	EU_01-08

5. Reading list:

Carter, Ronald and Michael McCarthy. 2006. Cambridge grammar of English: A comprehensive guide. Spoken and written English grammar and usage. Cambridge: Cambridge University Press.

Hinkel, Eli. 2004. Teaching academic ESL writing: Practical techniques in vocabulary and grammar. New York: Lawrence Erlbaum Associates.

Hyland, Ken. 2006. English for academic purposes: An advanced resource book. London: Routledge.

McPherson, Robin. 1994. University English. Warszawa: Wydawnictwa Szkolne i Pedagogiczne.

Jordan, Robert R. 1997. English for academic purposes. A guide and resource book for teachers. Cambridge: Cambridge University Press.

Swales, John M. and Christine B. Feak. 2004. Academic writing for graduate students: Essential tasks and skills. (2nd edition.) Ann Arbor, MI: University of Michigan Press.

Swales, John M. and Christine B. Feak. 2000. English in today's research world: A writing guide. Ann Arbor, MI: University of Michigan Press.

III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest different methods)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	X
Interactive lecture	
Problem – based lecture	
Discussions	X
Text-based work (proofreading, text correction, vocabulary and grammar exercises)	X
Case study work	
Problem-based learning	
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	X
Project work	
Demonstration and observation	

Sound and/or video demonstration	
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	X
Group work	X
Other (please specify) – Individual consultations	X
Online activities (on Moodle) – discussions, exercises, quizzes	X

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO and/or suggest different methods)

Assessment methods	Course learning outcome symbol						EU_07	EU_08
	EU_01	EU_02	EU_03	EU_04	EU_05	EU_06		
Written exam	X	X	X	X	X	X		
Oral exam								
Open book exam								
Written test	X	X	X	X	X	X	X	
Oral test								
Multiple choice test								
Project								
Essay								
Report								
Individual presentation								
Practical exam (performance observation)								
Portfolio								
Other (please specify) -								
Correcting MA samples	X	X	X	X	X	X	X	X

3. Student workload and ECTS credits

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		30
Independent study*	Preparation for classes	15
	Reading for classes	10
	Essay / report / presentation / demonstration preparation, etc.	
	Project preparation	
	Term paper preparation	10
	Exam preparation	15
	Other (please specify) -	
	Consultations with the teacher regarding MA samples	10
Total hours		90
Total ECTS credits for the course		3

* please indicate the appropriate activity types and/or suggest different activities

4. Assessment criteria in accordance with AMU in Poznan's grading system:

5 – very good skills of: applying the stylistic and formal conventions of an MA paper; planning a longer academic argument; applying proper academic vocabulary, phraseology and style (in connection with the requirement of their discipline); managing the formal aspects of MA paper preparation; all requirements met;

4 – good skills of: applying the stylistic and formal conventions of an MA paper; planning a longer academic argument; applying proper academic vocabulary, phraseology and style (in connection with the requirement of their discipline); managing the formal aspects of MA paper preparation; all requirements met;

3 – satisfactory skills of: applying the stylistic and formal conventions of an MA paper; planning a longer academic argument; applying proper academic vocabulary, phraseology and style (in connection with the requirement of their discipline); managing the formal aspects of MA paper preparation; all requirements met;

2 – unsatisfactory skills of: applying the stylistic and formal conventions of an MA paper; planning a longer academic argument; applying proper academic vocabulary, phraseology and style (in connection with the requirement of their discipline); managing the formal aspects of MA paper preparation; only some requirements met; poor attendance record;