Національний технічний університет України
«КИЇВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ
імені ІГОРЯ СІКОРСЬКОГО»

ЗБАГАЧУЄМО КОЖНОГО
КАФЕДРА СОЦІОЛОГІЇ

Department of Sociology

Academic Writing and Critical Thinking

Curriculum (Syllabus)

Course details

Level of higher education	*Second (Master's)*
Field of knowledge	*05 Social and behavioural sciences*
Specialisation	*054 Sociology*
Educational programme	*Social Data Analytics*
Status of discipline	*Elective*
Form of study	*Full-time (day)*
Year of study, semester	*1st year, spring semester*
Scope of the discipline	*5 ECTS credits/150 hours* *18 hours of lectures, 36 hours of practical classes, 96 hours of independent work.*
Semester assessment/assessment measures	*Exam, Modular control work*
Class schedule	*http://roz.kpi.ua/*
Language of instruction	*Ukrainian*
Information about course coordinator / lecturers	*Lecturer and practical training: Candidate of Philosophy, Associate Professor Tetiana Kolomiyets* *096-327-05-56* tana_kol@ukr.net
Course location	https://do.ipo.kpi.ua/course/view.php?id=7838

Curriculum

1. Description of the academic discipline, its purpose, subject matter and learning outcomes

The process of modernising higher education is largely determined by the state of academic culture and the level of critical thinking. Currently, student academic culture is characterised as distorted. This distortion is based on the motivation of a significant part of the student body towards the formal attributes of higher education (grades, scholarships, diplomas, etc.) rather than the acquisition of professional knowledge. Such distorted 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 lecturer is possible and will be encouraged within the framework of classes, as well as during consultations with the lecturer, the place and time of which will be communicated to students separately.

The aim of the course is to strengthen students' abilities:

- the 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 to achieve the following learning outcomes**:**

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

While studying the discipline, students will also be able to:

- master the basic concepts of the course;
- understand the system of scientific research methods;
- master the basics of academic integrity;
- comply with the requirements for writing scientific papers in higher education institutions, the rules for referencing sources and bibliographic lists;
- implement the principles of academic integrity in scientific research;
- organise their own academic activities related to writing scientific texts;
- find scientific sources, analyse them and correctly refer to them in scientific work;
- develop and demonstrate a high level of critical thinking;
- present and format research results;
- publicly defend the results of academic activity.

According to the educational and scientific programme, mastering the educational component contributes to strengthening the following competencies and programme learning outcomes:

- LC 03 Ability to communicate with representatives of other professional groups at various levels (with experts from other fields of knowledge/types of economic activity).
- FC 05 Ability to discuss the results of sociological research and projects in Ukrainian and foreign languages.
- FC 08 Ability to cooperate with European and Euro-Atlantic institutions.
- FC 10 Ability to present the results of scientific research and prepare scientific reports and publications.
- PRN 05 Search for, analyse and evaluate necessary information in scientific literature, databases and other sources.
- PRN 06 Communicate freely, both orally and in writing, in Ukrainian and one of the foreign languages when discussing professional issues, research and innovations in the field of sociology and related sciences, including in the context of cooperation with European and Euro-Atlantic institutions.
- PRN 08 Clearly and unambiguously convey knowledge, personal conclusions and arguments on issues of sociology and related fields of knowledge to specialists and non-specialists, in particular to students.

2. Prerequisites and post-requisites of the discipline (place in the structural-logical scheme of training under the relevant educational programme)

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

The programme of the academic discipline "Academic Writing and Critical Thinking" corresponds to the curriculum for training master's degree sociologists, provides an opportunity to gain a clear understanding of the fundamentals of critical thinking, the principles of academic writing, the requirements and methodology of academic writing, and prepares students for independent research and writing of scientific papers, coursework and dissertations. The course "Academic Writing and Critical Thinking" is an important part of the study of fundamental and professionally-oriented disciplines. It lays the foundation for sociologists to gain in-depth knowledge of the methodology and techniques of academic writing for further application in their practical activities as master's students, doctoral students, sociology teachers, research assistants, and experts. The course

is logically linked to the following disciplines: "Methodology and Methods of Sociological Research of Conflicts" and "Cross-National Research in Sociology."

3. Contents of the academic discipline

Topic titles	Number of hours			
	Total	including		
		Lectures	Seminars	IW
Topic 1. Principles of higher education. Basic concepts, approaches and objectives of the course.	6	1	2	3
Topic 2. Critical thinking: concepts, approaches, ways of formation.	6	1	2	3
Topic 3. The problem of truth and the structure of academic knowledge.	6	1	2	3
Topic 4. Academic integrity: concept, dimensions.	7	1	2	4
Topic 5. The concept of intellectual property and its violation. Principles of forming academic culture.	7	1	2	4
Topic 6. The concept and methods of scientific research.	7	1	2	4
Topic 7. Oral and written communication in scientific discourse	7	1	2	4
Topic 8. Main styles and genres of academic writing.	6	1	2	3
Topic 9. Organisational aspects of academic work.	6	1	2	3
Topic 10. Main stages of writing a scientific text.	6	1	2	3
Topic 11. Choosing a topic for scientific research and determining its relevance.	6	1	2	3
Topic 12. Structure and formatting of scientific work.	7	1	2	4
Topic 13. Basic principles of working with scientific sources.	7	1	2	4
Topic 14. The abstract as a genre of academic writing.	6	1	2	3
Topic 15. Features of the essay as a genre of academic writing.	6	1	2	3
Topic 16. Basic rules for writing scientific articles and abstracts.	6	1	2	3
Topic 17. Coursework: essence, structure, stages of writing.	6	1	1	4
Topic 18. Rules and principles of public speaking when presenting the results of academic research.	6	1	1	4
Modular control work	6	0	2	4
Exam preparation	30	0	0	30

Total hours	**150**	**18**	**36**	**96**

4. Teaching materials and resources

To successfully study the discipline, it is sufficient to work through the educational material presented in lectures and familiarise yourself with:

4.1 Basic literature

1. Academic Writing: A Study Guide. Compiled by: T. M. Kostyrko, S. V. Larenko, I. V. Bondar, M. S. Zhigalkina. –. Mykolaiv: NUK, 2022. – 116 p. https://rep.nuos.edu.ua/server/api/core/bitstreams/7b717def-2ac0-454d-826f-ce62ebccef75/content
2. Voznyuk, H. L., Bulyk-Verkhola, S. Z., Vasylishyn, I. P., Hnatiuk, M. V., Mentynska, I. B. Practical guide to academic writing. Lviv: Lviv Polytechnic Publishing House, 2023. 108 p.
3. Nikolyuk T. V., Shklyaeva N. V. Business Ukrainian Language and Academic Writing: Textbook. Lutsk: Lutsk National Technical University, 2022. 65 p.
4. Code of Honour of the National Technical University of Ukraine "Kyiv Polytechnic Institute" 2025 // URL: http://kpi.ua/files/honorcode.pdf
5. Ryzhko L. V. Academic integrity and the culture of scientific writing // Bulletin of the National Academy of Pedagogical Sciences of Ukraine. 2021. No. 3. P. 45–52.

4.2 Supplementary literature:

1. Babenko S.S. How to write an academic text: a short guide for students of the Faculty of Sociology. Electronic edition. Kyiv: VPC "Kyiv University". 2016. – 32 p.
2. Eco, Umberto. How to Write a Thesis (translated by Y. Glotov). 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]: textbook for higher education seekers majoring in 054 "Sociology" / Igor Sikorsky KPI; compiled by: T. V. Kolomiyets, I. V. Pyholenko. – Electronic text data (1 file: 0.98 MB). – Kyiv: Igor Sikorsky Kyiv Polytechnic Institute, 2019. – 90 p.
4. Organising Your Social Sciences Research Paper https://libguides.usc.edu/writingguide/academicwriting

As supplementary materials, we recommend using the information resources of the Department of Sociology, which contain video materials with lectures by leading scientists, their monographs and articles, as well as methodological materials and the archive of the department's professional scientific publication.

1. http://www.sociology.kpi.ua/literature - Department of Sociology, Igor Sikorsky Kyiv Polytechnic Institute

2. http://www.socio-journal.kpi.kiev.ua/ - Bulletin of Igor Sikorsky KPI. Sociology. Political Science. Law.

3. http://i-soc.com.ua/journal/content.php – Sociology: Theory, Methods, Marketing.
4. http://www.nbuv.gov.ua – V.I. Vernadsky National Library of Ukraine.
5. https://prometheus.org.ua/. The best online courses in Ukraine and worldwide.

Educational content

5. Methods of mastering the academic discipline (educational component)

Lectures

No	Lecture topic and list of main questions *(list of teaching aids, tasks for independent study with references to literature)*
	Lecture
1	**Topic 1. Principles of higher education. Key concepts, approaches and objectives of the course.** The university as a social institution and organisation. Concepts of the classical university (Wilhelm Humboldt on the research university; John Henry Newman on the liberal (intellectual) university). The mission of the university as a synthesis of education, science and business. Basic principles of European higher education: independence, neutrality; focus on scientific knowledge and development; critical understanding of knowledge; the university as a cultural centre. The concepts of "academic writing", "academic integrity" and "genres of academic writing". **IW:** describe the principles of partnership between "student and teacher," "student and student," and "student and administration." Literature: 2, 3, 5
2	**Topic 2. Critical thinking: concepts, approaches, ways of formation.** The concept of critical thinking. The role of critical thinking in science. Political, socio-economic, and legal aspects of science as a social institution. Cognitive aspects of science as a sphere of cognitive activity. Historical context of the development of science. Thomas Kuhn and "The Structure of Scientific Revolutions." The concept of paradigm, scientific community. Crises and anomalies in "normal" science. Main trends in the development of science (retrospective and prospective dimensions). **IW:** Analyse P. Feyerabend's concept of epistemological anarchism. **Literature:** 1, 4; 8
	Lecture 2.
3	**Topic 3. The problem of truth and the structure of academic knowledge.** The concept of truth. The 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 foundations of truth. Verification and falsification. Practice as a criterion of truth. Forms of truth. Truth and deception. The dialectic of the development of scientific knowledge. Sensory cognition and its elements. The specificity and role of sensory cognition in social beings. Rational cognition and its forms: a) concepts as the basic form of rational cognition; b) judgements and inferences; c) the role of categories in the functioning and development of rational cognition, thinking, and consciousness. Types of rationality in contemporary culture. Argumentation as a methodology of persuasion in evolutionary and cognitive epistemology. **IW:** Compare the concepts of conventionalism and pragmatism in the theory of truth. Determine the criteria by which the truthfulness of scientific research can be assessed. **Literature:** 2,4,8
4	**Topic 4. Academic integrity: concepts, dimensions.** The concepts of morality and trust in scientific discourse. The main value orientations of scientists. The bureaucratisation of science as a challenge. R. Merton's concept of the "ethos of science". Basic principles of academic integrity: referencing sources of information when using ideas, developments, statements, information; compliance with copyright and related rights legislation; providing reliable information about research methods and results, sources of information used, and one's own pedagogical (scientific-pedagogical, creative) activities. Monitoring compliance with academic integrity by students. Forms of academic misconduct (academic plagiarism, self-plagiarism, fabrication, falsification, cheating, deception, bribery, biased assessment. **IW:** Identify the problems and prospects of commercialisation of science. **Literature:** 2, 4, 8.
	Lecture 3.

5	**Topic 5. The concept of intellectual property and its infringement. Principles of academic culture formation.** The concept of material and intellectual property. The emergence of intellectual property rights during the Enlightenment (John Locke: the right of the creator of a literary work is "his inalienable right, arising from the very nature of creative activity and existing independently of recognition by public authorities"). Intellectual property in the post-industrial and information society. Copyright: from the first copyright law (the Statute of Queen Anne in England in 1710, which granted the author the exclusive right to publish his work for 14 years) to the present day. Opportunities and rules for the use of intellectual property. The concept of "public domain" and the concept of open access in the modern information space. Prevention of plagiarism as a fundamental principle of academic culture. **IW:** describe the features of the implementation of intellectual property rights. **Literature:** 7.
6	**Topic 6. Concepts and methods of scientific research.** The concept of academic research. Basic principles of research work. The importance of personal motivation for researchers in writing high-quality scientific work. 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 in teaching the basics of scientific research and critical thinking. The task of improving the level of domestic scientific research. General scientific methods. Theoretical and empirical research methods. General scientific theoretical methods of scientific research. The systematic method. The historical method. The method of analysis and synthesis. The method of deduction and induction. Theoretical methods specific to the study of social phenomena. **IW:** Spiral dynamics of scientific research; research cycle (from topic selection to literature, research methods, work structure and conclusions). **Literature:** 3,4,9
	Lecture 4.
7	**Topic 7. Oral and written communication in scientific discourse** The concept of communication in scientific discourse. Types, forms and levels of communication. Oral speech. Public speaking, presentations, reports: 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 influence and persuasion. Skills of academic discussion and debate. Brainstorming. The art of listening. The art of reading, analysing and critically reflecting on what has been read. Written speech: essence, characteristics. **IW:** define what active reading is. **Literature:** 4,6,7
8	**Topic 8. Main styles and genres of academic writing.** The concepts of style and genre. Scientific style and its varieties. Text as a form of academic writing. Monograph, article, dissertation, thesis, term paper, textbook, manual, essay, abstract, annotation (reference and recommendation annotation, general and analytical recommendation), review (a short article of a scientific-theoretical or scientific-popular nature, containing a critical analysis of a scientific work for the purpose of informing or evaluating), lecture, review, research proposal, abstract, summary (summary-notes, summary-abstract, summary-review). **IW:** provide the main characteristics of scientific writing style. Literature: 1, 5, 11.
	Lecture 5.
9	**Topic 9. Organisational aspects of academic work.** Basics of time management in academic work. General mechanisms for using time. Planning as the basis for effective academic work. Self-organisation and locus of control. Methods and principles of effective time management (goal setting, prioritisation, task distribution, specification of goals and objectives). Eisenhower Matrix (practice of construction and use). Principles of organising working time, workspace and tools. Use of linear notes and mind maps. Mind maps: concept, structure. **IW:** the potential for using mind maps in academic research. **Literature:** 2,6,8
10.	**Topic 10. The main stages of writing a scientific text.**

	Preparatory, main and final stages of writing a scientific text. Composition of a paragraph and composition of the text of the work. Concept (based on a critical review of the available literature) – vision of the problem (future object of research) – proposal for solving the problem (hypothesis) – definition of the subject and tools (methodology) of research – development of arguments (based on a critical review of sources) – construction of the text. Requirements for originality, clarity, novelty. Text structure: introduction – main text (presentation of arguments with appropriate use of original texts and sources) – conclusions. **IW:** analyse the main mechanisms for determining the idea and relevance of a scientific text **Literature:** 3,4
	Lecture 6.
11	**Topic 11. Choosing a topic for a scientific text and determining its relevance.** Choosing a topic for a scientific text (fundamental and applied topics). Principles for choosing a topic for a scientific text (according to Umberto Eco). Basic rules for formulating the title of a text. Personal interest of the student, benefit for future professional activity. The existence of a problem (unresolved issues, unregulated relations, sociological conflicts, etc.). Social importance of the chosen topic. Degree of scientific development, availability of literature. The student's level of familiarity with the topic. The feasibility of conducting research according to the schedule for scientific work. The possibility of researching the topic for an article, thesis, master's thesis, or doctoral dissertation. **IW:** analyse the criteria for selecting the topic of a scientific text. **Literature:** 5.9
12.	**Topic 12. Structure and formatting of scientific work.** Determination of the object, subject, purpose and objectives of scientific research. Formulation of a scientific question, its connection with the social problem that the research is aimed at solving. Components of scientific work. Introduction (necessary elements of the introduction), main part, conclusions. Developing the structure of a scientific work using the MindMap computer program. Correspondence of the structural elements of the main part and conclusions to the purpose and objectives of the scientific work. Writing proposals for a research project. Justification of the relevance of the chosen topic. The problem that the research is aimed at solving, the social significance of this problem. **IW:** advantages of using computer programs to develop the structure of scientific work **Literature:** 1,2,6
	Lecture 7.
13	**Topic 13. Basic principles of working with scientific sources.** The quality of scientific sources used by students when writing scientific papers. Principles of citation and paraphrasing. Determining the quality of Ukrainian sources: a list of professional publications approved by the Higher Attestation Commission, websites of individual journals. Determining the quality of foreign sources: rating of English-language legal publications. Stages of working with literature. Searching; systematisation and storage of information; summarising; formatting a bibliography. Full-text material databases. Liga-Zakon database, scientific electronic library of periodicals of the Vernadsky Library, electronic catalogues of other libraries, Internet search using GOOGLE SCHOLAR. Systems for storing and summarising information using Word, OneNote, EverNote. **IW:** Describe the rules for formatting references and bibliographies approved by the Higher Attestation Commission of Ukraine and their use in student research papers. **Literature:** 1,10,11
14	**Topic 14. The abstract as a genre of academic writing.** The concept of an abstract, abstracting. Informative (abstracts-summaries) and indicative (abstracts-resumés): essence, features. Structure of an abstract: bibliographic description and text of the abstract. Features of writing review abstracts. The main structural elements of an abstract text. Language clichés used in abstracts. Features of summarising translated texts , principles of adequacy and transformation). Basics of correct referencing. Annotated abstract: concept, characteristics. **IW:** determine the difference between informative and indicative abstracts. **Literature:** 1,3,4
	Lecture 8.

15	**Topic 15. Features of the essay as a genre of academic writing.** The use of criticism and scientific journalism in academic texts. The history of the essay as a genre of academic writing (M. Montaigne, F. Bacon). Definition and features of the essay as an analytical work (the presence of a clear author's position on the ideas, arguments and counterarguments presented, analysis of theoretical and empirical material). The structure and content elements of an essay (critical analysis of approaches and positions on a particular social or scientific problem, formulation and argumentation of the author's own vision). **IW:** define the role of the author's position in the process of writing an essay. **Literature:** 3,5,8,9
16	**Topic 16. Basic rules for writing a scientific article and abstracts.** The concept and structure of a scientific article. Principles for choosing the title of a scientific article. Logicality, conciseness, literacy, and reasonableness as necessary characteristics of a scientific article. Basic requirements for the structural elements of an article: (general statement of the problem; analysis of recent research and publications; formulation of the article's purpose; presentation of the main material; conclusions; list of sources used). The concept of abstracts as briefly formulated main provisions of the article. Specifics of the content and style of abstracts. Classification of abstracts. Requirements for writing abstracts. **IW:** perform a comparative analysis of the structural and content parts of the article and abstracts. **Literature:** 4,7,10
	Lecture 9.
17	**Topic 17. Coursework: essence, structure, stages of writing.** The concept of a course paper as a type of independent educational and academic research. The main stages of work on course papers: preparatory, main, and final. Working with sources. Drawing up a detailed plan for the coursework. Formulating a plan as a general outline for developing the topic of the work. Logical determinism and interdependence of the structural elements of the plan. Principles of preparing the text and formatting the sources for the coursework. Formal and content requirements for formatting coursework. **IW:** prove the importance of the preparatory stage in writing a coursework. **Literature:** 1,2
18	**Topic 18. Rules and principles of public speaking when presenting the results of academic research.** The main stages of public speaking (pre-communicative, communicative, post-communicative). The main models of oral public communication. Analysis of the audience and possible communication barriers. Types of communication barriers: phonetic, stylistic, semantic, logical Scientific report as a type of public speaking (oratorical monologue). Verbal and non-verbal communication during public speaking (oratorical monologue). The use of presentations in public speeches to announce research results. **IW:** describe the main techniques for effective public speaking. **Literature:** 2,4,5

Seminar (practical) classes

Seminar classes are aimed at developing students' ability to work with scientific literature, actively participate in discussions, formulate and defend their position, develop and present presentations on key topics.

The main form of work in a seminar class is practical case studies, which combine theoretical and applied aspects of the course and allow for the diagnosis of research and communication competencies of master's students in combination with the demonstration and consolidation of knowledge. The lecturer assesses both the depth, breadth and accuracy of the concepts and definitions given by the master's student when solving practical cases, as well as their ability to respond promptly to questions from the audience.

The main objectives of the cycle of seminars (practical classes) are:

- to form students' understanding of academic culture and academic integrity;
- to provide students with knowledge of the main contemporary trends in working with academic texts;

- to teach students how to use the acquired skills and knowledge in practice;

Seminar 1. Principles of higher education. Basic concepts, approaches and objectives of the course. Objective: to familiarise students with the basic principles of higher education in society, to define the concepts of a classical and research university.

Seminar 2. Critical thinking: concepts, approaches, ways of formation**.** Objective: to familiarise students with the basic principles of critical thinking, to define the concepts of paradigm and scientific community. To identify the main trends in the development of science (retrospective and prospective dimensions).

Seminar 3. The problem of truth and the structure of scientific knowledge. The main problems of modern science. Objective: to familiarise students with the problems of the existence of truth, the search for its criteria, the specifics and role of rational and sensory cognition, and types of rationality in modern culture.

Seminar 4. Academic integrity as a guarantee of the development of modern science. Objective: to define the basic rules of academic integrity: referencing sources of information when using ideas, developments, statements, and information; complying with copyright and related rights legislation; providing reliable information about research methods and results, sources of information used, and one's own pedagogical (scientific, pedagogical, creative) activities.

Seminar 5. The concept of intellectual property and its violation. Principles of forming academic culture. Objective: to define the concept and historical aspects of the development of intellectual property, to analyse the concepts of "public domain" and open access in the modern information space.

Seminar 6. The concept and methods of academic research. Objective: to analyse the basic principles of research work, the problems of low quality of scientific writing in Ukraine, to familiarise students with theoretical and empirical research methods, and the specifics of their application in scientific research.

Seminar 7. Oral and written communication of students. Objective: to familiarise students with the concept of oral and written communication in scientific discourse, their types and forms, and to analyse techniques for active reading of scientific texts.

Seminar 8. Main styles and genres of academic writing. Objective: to define the concepts of style and genre, to characterise scientific style and its varieties.

Seminar 9. Organisational aspects of academic work. Objective: to analyse time management as a mechanism for improving the effectiveness of academic work.

Seminar 10. Main stages of writing a scientific text. Objective: to characterise the preparatory, main and final stages of writing a scientific text, the principles of text structuring.

Seminar 11. Choosing a topic for a scientific text and determining its relevance. Objective: to familiarise students with the principles of the social importance of the chosen topic, its relevance and prospects for further research.

Seminar 12. Structure and formatting of scientific work. Objective: to familiarise students with the specifics of defining the object, subject, purpose and objectives of scientific research, formulating scientific questions, the components of scientific work, and writing conclusions.

Seminar 13. Working with scientific sources. Objective: to identify the requirements for the quality of scientific sources that can be used in writing scientific papers; to familiarise students with the ethical standards governing scientific activity in Ukraine, the rules for formatting references and bibliographies, as approved by the Higher Attestation Commission of Ukraine.

Seminar 14. The abstract as a genre of academic writing. Objective: to familiarise students with the concept of an abstract, the principles of abstracting, and the types and structure of abstracts.

Seminar 15. Features of the essay as a genre of academic writing. Objective: to analyse the essay as a genre of academic writing, to determine the structure and content elements of an essay.

Seminar 16. Basic rules for writing scientific articles and abstracts. Objective: to characterise a scientific article as a type of academic writing, to determine the basic requirements for the structural elements of an article.

Seminar 17. Coursework: essence, structure, stages of writing. Objective: to analyse coursework as a type of independent educational and academic research, to determine the main stages of working on coursework. Rules and principles of public speaking when presenting the results of academic research. Objective: to analyse a scientific report as a type of public speaking (oratorical monologue), the main techniques for effective public speaking.

Seminar 18. Modular control work

Independent work by students

In order to deepen students' knowledge of the discipline and gain experience in independent work with scientific literature, independent study of scientific literature on problematic issues is proposed. Students are required to know the main problems and definitions of seminar topics and to be fluent in the categorical apparatus of the discipline.

Independent work includes:
preparation for classroom sessions – 62 hours;
preparation for the Modular control work– 4 hours;
preparation for the exam – 30 hours.
Total – 96 hours.

Policy and control

Policy of the academic discipline (educational component)

While studying the material of the credit module "Academic Writing and Critical Thinking", students complete an individual semester assignment by writing an Modular control work
in the format of an academic essay.

Attendance and completion of assignments

Given the practical absence of comprehensive educational and scientific publications on this subject in the domestic scientific and educational space, it is very important to attend lectures that cover the systematic educational material in sufficient detail for master's students to master the discipline. It will be difficult for students to properly prepare for seminars and complete practical assignments if they miss lectures. Therefore, for students who wish to demonstrate excellent learning outcomes, active participation in lectures is essential and will be assessed during quick tests. At the same time, it is not necessary to make up for missed lectures.

Active participation in practical classes is mandatory and will be required. The student's rating will largely be based on the results of their work in practical (seminar) classes. Each missed practical class (regardless of the reason for the absence) lowers the student's final rating in the discipline. There is no specific number of missed practical classes that will require the student to study the relevant topics independently (complete assignments) and communicate with the teacher on this matter. However, a student who has missed practical classes may receive a low rating. In this case, the topics from the missed seminars must be studied, and the practical tasks must be completed by the student. The student's level of understanding of the missed topics (completion of assignments) will be checked during individual communication with the teacher according to the consultation schedule, or, if possible, during the class ("in pairs"). Students who complete the relevant tasks (answer the questions) will receive the corresponding points for their grade depending on the quality of their answers (completion of the task).

Topics and assignments for practical classes are provided in the syllabus and are available in the Campus and Moodle systems.

Laptops and smartphones may be used during lectures and practical classes, but only for purposes related to the topic of the class and the relevant thematic task. During active participation in seminars, students are encouraged not only to study the texts necessary for mastering the topic, but also to demonstrate critical thinking: participating in discussions, raising and revealing problematic issues of the course, and finding non-standard innovative solutions.

Forms of work

Classes in the discipline "Academic Writing and Critical Thinking" are conducted in the form of lectures and practical seminars.

During lectures, the teacher formulates the provisions of modern approaches to the concept, methods and technologies of academic research, the main styles and genres of academic writing. Lectures take the form of a dialogue, with the lecturer asking the audience questions about the course material and possibly requesting

immediate answers to current questions or questions about material covered in previous classes. During the lectures, there are three quick tests to assess students' knowledge of key concepts in the course.

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

The Modular control work is aimed at developing students' research skills. During the course, the lecturer may show students video materials on the methods and techniques of academic writing.

The main form of work in the seminar is a presentation that combines the student's communication skills with the demonstration and consolidation of knowledge. The teacher evaluates both the depth, breadth, and accuracy of the definitions during the student's presentation, as well as the ability to respond quickly to questions from the audience. During the seminar, the activity of students in formulating questions, participating in discussions, and formulating alternative hypotheses is additionally evaluated.

University policy

Academic integrity

The policy and principles of academic integrity are defined in Section 3 of the Code of Honour of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". For more details, see: https://kpi.ua/code.

Standards of ethical behaviour

The standards of ethical conduct for students and employees are defined in Section 2 of the Code of Honour of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". For more information: https://kpi.ua/code.

Informal education.

At the request of the applicant, in conditions that do not facilitate regular attendance of classes, it is permissible to study individual content-rich parts of the discipline in asynchronous mode, in particular through distance learning courses and other forms of informal education. In order for the credits for such courses to be taken into account in the rating system, they must correspond in content to certain topics of the syllabus, and their completion must be agreed with the teacher of the discipline. To confirm completion of informal learning, the student must provide a relevant document (certificate) indicating the name of the courses and their duration in hours. Recognition of informal education results is carried out in accordance with the procedure set out in the relevant Regulations of Igor Sikorsky KPI: https://osvita.kpi.ua/node/179

Types of control and rating system for assessing learning outcomes (RSA)

Ongoing assessment: quizzes on the topic of the lesson, Modular control work
Calendar control: conducted twice per semester as monitoring of the current status of syllabus requirements fulfilment.
Semester control: exam

Assessment and control measures

The student's grade for the course consists of points awarded for:

1) answers, reports and additions to other students' answers in seminars;
2) writing an academic essay;
3) exam

1. Work in seminars (the maximum number of points for 1 seminar is 3)

active participation in the class; providing a complete and reasoned, logically presented report, answers, expressing one's own position on discussion issues in combination with relevant additions to other students' answers during the discussion; compiling case studies;	3
active participation in seminars, participation in discussions; additions;	2
work in seminars;	1

*The maximum number of points for participation in seminars is 3*12=36 points.*

2. Writing an academic essay (maximum 13 points)

Innovative and creative approach to revealing the problem, compliance with formal and content requirements for an academic essay.	13
In-depth exploration of the problem, reflection of one's own position, compliance with the formal and content requirements for an academic essay.	10-12
Reasoned disclosure of the problem with certain shortcomings, compliance with the formal and content requirements for an academic essay.	7
Sufficient exploration of the issue with numerous shortcomings, minor violations of the formal and content requirements for an academic essay.	1-6
Insufficient disclosure of the problem with numerous shortcomings, significant violation of formal and content requirements for an academic essay.	0

Bonus points

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

– for research activities (participation in conferences, student competitions, publications);

– participation in faculty competitions in the discipline and all-Ukrainian competitions

Calculation of the rating scale (R):

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

RD =36+13+51= 100 points.

Students who have earned 30 or more points during the semester (RD ≥ 0.3 R) are admitted to the exam.

Students who have not submitted all the documents required by the discipline programme are not admitted to the exam.

Students who have submitted all documents but have scored less than 30 points during the semester (RD < 0.3 R) shall correct the deficiencies in the submitted documents and be admitted to the exam based on the results of such work, taking into account the quality of the documents submitted and their activity in seminars (practical classes).

Exam.

Weighting score – 51.

The exam is conducted orally, with 3 questions being asked. Each question is scored out of 17 points according to the following grading system:

- "excellent", complete answer (at least 90% of the required information) – 15-17 points;
- "good", sufficiently complete answer (at least 75% of the required information, or minor inaccuracies) – 13-14 points;

- "satisfactory", incomplete answer (at least 65% of the required information and some errors) – 11-12 points;
- “sufficient”, incomplete answer, significant errors (at least 60% of the required information) – 10 points;
- “unsatisfactory”, unsatisfactory answer – 0-9 points.

Table of correspondence between rating points and university scale grades:

Number of points	*Grade*
100-95	Excellent
94	Very good
84	Good
74-65	Satisfactory
64-60	Sufficient
Less than 60	Unsatisfactory
Admission requirements not met	Not admitted

Additional information on the discipline (educational component)

Recommendations for students

When working on a lecture, it is important for students to use the technique of summarising the main concepts, characteristics, classifications, definitions, and procedures that the lecturer will discuss. If students listen carefully, record the relevant material, then read this text, they will be able to apply it when solving problems or preparing for practical classes. If, after that, students present their well-reasoned position (opinion), critically evaluate the positions (opinions) of other students, and ask questions to the lecturer and other students, the amount of material they have learned and the depth of their understanding will increase significantly.

When preparing for a practical class, students must study the lecture material on a specific topic and, preferably, familiarise themselves with additional online resources. If any questions arise or anything is unclear, students must discuss them with the teacher. Even well-prepared students should not remain passive observers during seminars, but should actively participate in discussions. If a student has not studied the material, they should listen more carefully to the speakers and try to compensate for their lack of preparation for the class with the information they receive. When answering questions, do not be afraid to make mistakes – one of the important tasks of studying the humanities is to develop the ability to think logically and express your thoughts accordingly. However, it is worth remembering that ignorance of the subject material is a significant shortcoming in a student's work and will negatively affect their overall rating. A responsible attitude towards preparation for each seminar allows you not only to correctly master the educational material, but also to optimise 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 learning

Permitted

The working programme of the academic discipline (syllabus):

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Approved by the Department of Sociology (Minutes No. 12 of 24 May 2024)

Approved by the Methodological Commission of the Faculty (Minutes No. 9 of 26 June 2024).

Appendix 1

Topics for Modular control work:

1. Describe the basic principles of European higher education: independence, neutrality; focus on scientific knowledge and development; critical understanding of knowledge; the university as a cultural centre.
2. Analyse 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. Analyse rational cognition and its forms: a) concepts as the basic form of rational cognition; b) judgements and inferences; c) the role of categories in the functioning and development of rational cognition, thinking, and consciousness.
6. Define the concept and basic principles of critical thinking.
7. Describe the basic principles of academic integrity: references to sources of information when using ideas, developments, statements, information; compliance with copyright and related rights legislation; provision of reliable information about research methods and results, sources of information used, and one's own pedagogical (scientific, pedagogical, creative) activities.
8. Analyse the concept of "public domain" and the concept of 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 influence and persuasion.
12. Define text as a form of academic writing.
13. Describe the methods and principles of effective time management (goal setting, prioritisation, task distribution, specification of goals and objectives).
14. Describe the idea and relevance of a scientific text, the main mechanisms for determining them.
15. Describe the main stages of working on an academic text: concept – vision of the problem – proposal for solving the problem – definition of the subject and tools (methodology) of research – development of arguments (based on critical analysis of sources) – construction of the text.
16. Analyse the role of time management in working on academic texts.
17. Analyse the principle of correspondence between the structural elements of the main part and conclusions and the goals and objectives of scientific work.
18. Analyse the principles of formulating a scientific question and its connection to the social problem that the research aims to solve.
19. Define the concept of a term paper as a type of independent educational and academic research.
20. Describe a scientific report as a type of public speech (oratorical monologue).

Appendix B.

Exam questions:

1. The university as a social institution and organisation.
2. Concepts of the classical university (Wilhelm Humboldt on the research university; John Henry Newman on the liberal (intellectual) university).
3. The mission of the university as a synthesis of education, science and business.
4. The basic principles of European higher education: independence, neutrality; focus on scientific knowledge and development; critical understanding of knowledge; the university as a cultural centre.
5. The concepts of "academic writing", "academic integrity" and "genres of academic writing".
6. Describe the principles of partnership between "student and teacher," "student and student," and "student and administration."
7. The concepts of critical thinking.
8. The role of critical thinking in science.
9. Political, socio-economic, and legal aspects of science as a social institution.
10. Cognitive aspects of science as a sphere of cognitive activity.
11. Thomas Kuhn and "The Structure of Scientific Revolutions."
12. The concept of paradigm, scientific community.
13. Crises and anomalies in "normal" science.
14. Main trends in the development of science (retrospective and prospective dimensions).
15. Analyse P. Feyerabend's concept of epistemological anarchism.
16. The concept of truth. The functions of truth in scientific knowledge.
17. The problem of the existence of truth. Objectivism and relativism.
18. Scientific truth and the problem of finding its criteria. Rational foundations of truth.
19. Verification and falsification.
20. Practice as a criterion of truth.
21. Forms of truth. Truth and error.
22. Rational cognition and its forms: a) concepts as the basic form of rational cognition; b) judgements and inferences; c) the role of categories in the functioning and development of rational cognition, thinking, and consciousness.
23. The concepts of morality and trust in scientific discourse.
24. Basic value orientations of scientists.
25. The bureaucratisation of science as a challenge.
26. R. Merton's concept of the "ethos of science".
27. Basic principles of academic integrity: references to sources of information when using ideas, developments, statements, information; compliance with copyright and related rights legislation; provision of reliable information about research methods and results, sources of information used, and one's own pedagogical (scientific-pedagogical, creative) activities.
28. Monitoring compliance with academic integrity by students.
29. Forms of academic integrity violations (academic plagiarism, self-plagiarism, fabrication, falsification, cheating, deception, bribery, biased assessment).
30. Identify the problems and prospects of commercialising science.
31. The concepts of material and intellectual property.
32. The emergence of intellectual property rights during the Enlightenment
33. Opportunities and rules for the use of intellectual property.
34. The concept of "public domain" and the concept of open access in the modern information space.
35. Prevention of plagiarism as a fundamental principle of academic culture.
36. The concept of academic research.
37. Basic principles of research work.
38. Theoretical and empirical research methods.
39. General scientific theoretical methods of scientific research. The systematic method. The historical method. The method of analysis and synthesis. The method of deduction and induction.
40. Theoretical methods specific to the study of social phenomena.

41. Spiral dynamics of scientific research; research cycle (from topic selection to literature, research methods, work structure and conclusions).
42. The concept of communication in scientific discourse. Types, forms, and levels of communication.
43. Public speaking, presentation, report: unity of form and content; verbal and non-verbal components (imagery and expressiveness, argumentation, intonation, facial expressions and gestures).
44. Skills of academic discussion and debate. Brainstorming.
45. Written speech: essence, characteristics.
46. The concepts of style and genre. Scientific style and its varieties.
47. Text as a form of academic writing.
48. Basics of time management in academic work.
49. Preparatory, main and final stages of writing a scientific text.
50. Composition of a paragraph and composition of a text.
51. Choosing a topic for a scientific text and determining its relevance.
52. Choosing a topic for a scientific text (fundamental and applied topics).
53. Determining the object, subject, purpose and objectives of scientific research.
54. Formulation of a scientific question, its connection with the social problem that the research is aimed at solving.
55. Components of scientific work. Introduction (necessary elements of the introduction), main part, conclusions.
56. Principles of citation and paraphrasing.
57. Determining the quality of Ukrainian sources: list of professional publications approved by the Higher Attestation Commission, websites of individual journals.
58. Stages of working with literature.
59. Abstract as a genre of academic writing.
60. Features of summarising translated texts ("false friends of translators", principles of adequacy and transformation).