



Critical Thinking in the Digital Age

Curriculum (Syllabus)

Course details

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| Level of higher education | <i>Second (Master's)</i> |
| Field of knowledge | <i>C - social sciences, journalism, information and international relations</i> |
| Specialisation | <i>C5 Sociology</i> |
| Educational programme | <i>Social Data Analytics</i> |
| Status of discipline | <i>Elective</i> |
| Form of study | <i>Full-time (day)</i> |
| Year of study, semester | <i>1st year, spring semester</i> |
| Scope of the discipline | <i>5 ECTS credits/150 hours: 30 hours of lectures, 30 hours of practical classes, 90 hours of independent work.</i> |
| Semester assessment/assessment measures | <i>Exam, Modular control work</i> |
| Class schedule | <i>https://schedule.kpi.ua/</i> |
| Language of instruction | <i>Ukrainian</i> |
| Information about the course leader/teachers | <i>Lecturer: T.V. Kolomiets, PhD in Philosophy, Associate Professor of the Department of Sociology tana_kol@ukr.net</i> |
| Course location | <i>Moodle</i> |

Curriculum

1. Description of the course, 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 develop students' abilities to:

- 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.

In accordance with the educational and scientific programme, mastering this discipline contributes to strengthening the following competencies and programme learning outcomes:

- Ability to think abstractly, analyse and synthesise (CE 1)

- Ability to work autonomously (SC 2)
- Ability to identify, diagnose and interpret social problems in Ukrainian society and the global community. (FC 2)
- Ability to collect and analyse empirical data using modern methods of sociological research. (FC 4)
- Diagnose and interpret social problems in Ukrainian society and the global community, their causes and consequences (PRN 2)
- Search for, analyse and evaluate necessary information in scientific literature, databases and other sources. (PRN 5)
- Plan and carry out scientific research in the field of sociology, analyse results, and justify conclusions. (PRN 9)

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

The discipline is studied after mastering the basics of socio-political and sociological disciplines.

The knowledge, skills and abilities acquired during the study of this discipline can be successfully applied in the mastery of other specialised and branch sociological disciplines, as well as in the writing of a master's thesis.

3. Contents of the academic discipline

- Topic 1. Principles of higher education. Basic concepts, approaches and objectives 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. Concepts and methods of scientific research.
- Topic 6. Oral and written communication in scientific discourse
- Topic 7. Main styles and genres of academic writing.
- Topic 8. Organisational aspects of academic work.
- Topic 9. Main stages of writing a scientific text.
- Topic 10. Choosing a topic for scientific research and determining its relevance.
- Topic 11. Structure and formatting of scientific work.
- Topic 12. Basic principles of working with scientific sources.
- Topic 13. Abstract as a genre of academic writing.
- Topic 14. Basic rules for writing a scientific article and abstracts.
- Topic 15. Rules and principles of public speaking when presenting the results of academic research.

4. Teaching materials and resources

4.1. Basic literature:

1. Konverskyi, A. E. Critical Thinking. Textbook for students of higher educational institutions of all specialities. – Kyiv: Centre for Educational Literature, 2021 (4th ed., revised and expanded). – 340 p. https://chtyvo.org.ua/authors/Konverskyi_Anatolii/Krytychne_myslennia/?utm_source=chatgpt.com
2. Kubko, V. P. The value dimension of academic integrity in the era of artificial intelligence / V. P. Kubko // Cultural Studies Almanac / Mykhailo Dragomanov National University of Ukraine. – Kyiv: Helvetica Publishing House, 2025. – Issue 3 (15). – P. 172-180. https://enpuir.edu.ua/entities/publication/a19f8455-76d9-43e1-b34c-9f57b55ca063?utm_source=chatgpt.com
3. Pivovarov V. M., Lysenko O. A., Melikhova Yu. A. et al. Academic Integrity: Textbook. - Kharkiv: Pravo, 2025. - 240 p. https://jurkniga.ua/contents/akademichna-dobrochesnist.pdf?IWltid=AfmBOooYiPgETTITs5joKEBfVwApoFEnJslkHjhjXbz8DX0dM8YU3hZW&utm_source=chatgpt.com

4. Tymoshenko O. I., Yagodzinsky S. M. Logic and critical thinking: textbook. - Kyiv: Oldi+, 2025. - 248 p. https://book.sumy.ua/logika-ta-kritichne-mislennya/?utm_source=chatgpt.com
5. Tulin K. Academic integrity in the digital age: problems and strategies for ensuring it / K. Tulin // Bulletin of Taras Shevchenko National University of Kyiv. Series: Pedagogy. — 2024. — No. 19. https://pedvisnyk.knu.ua/index.php/pedagogy/article/view/404?utm_source=chatgpt.com

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>

4.2. Online educational resources

1. <http://www.socio-journal.kpi.kiev.ua> – Bulletin of Igor Sikorsky Kyiv Polytechnic Institute. Sociology. Political Science. Law.
2. <http://i-soc.com.ua/journal/content.php> – Sociology: Theory, Methods, Marketing.
3. <http://www.nbu.gov.ua> – V.I. Vernadsky National Library of Ukraine.
4. <https://prometheus.org.ua> – Online courses in Ukraine and worldwide.
5. <https://coursera.org> – Online courses.

All of the above sources are available online or on the course page in Moodle.

Educational content

5. Methodology for mastering the academic discipline (educational component)

Lectures

Lecture 1.

Topic 1. Principles of higher education. Basic 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", "student and administration".

Literature: 2, 3, 5

Lecture 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. The 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 3.

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

The concept of truth. The functions of truth in scientific cognition. 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

Lecture 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 5.

Topic 5. 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 activity for society as a whole. The practical value of skills acquired as a result of independent scientific work for the activity 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 6.

Topic 6. 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

Lecture 7.

Topic 7. 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 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 8.

Topic 8. 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

Lecture 9.

Topic 9. 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 10.

Topic 10. 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. The student's personal interest, benefit for future professional activity. The existence of a problem (unresolved issues, unregulated relations, sociological conflicts, etc.). The social importance of the chosen topic. The degree of scientific development, the 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

Lecture 11.

Topic 11. Structure and formatting of scientific work.

Determining the object, subject, purpose and objectives of scientific research. Formulating a scientific question and its connection to the social problem that the research aims to solve. Components of scientific work.

Introduction (necessary elements of the introduction), main part, conclusions. Developing 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 objectives of 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 12.

Topic 12. 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 work.

Literature: 1,10,11

Lecture 13.

Topic 13. The abstract as a genre of academic writing.

The concept of an abstract, abstracting. Informative (abstracts-notes) and indicative (abstracts-summaries): 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 ("false friends of translators", 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 14.

Topic 14. Basic rules for writing scientific articles and abstracts.

Concept and structure of a scientific article. Principles for choosing a title for a scientific article. Logicity, 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 15.

Topic 15. 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). 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

The main objectives of practical classes are to assimilate the material from lectures and the results of students' independent work, to deepen the knowledge gained, to develop skills in preparing speeches, formulating and defending one's own position, free command of the material and logical thinking in the process of answering questions on the topic; to apply theoretical works to the analysis of socio-economic problems of modern society, as well as to acquire the skills to independently identify, generalise and analyse the main provisions of theoretical works in the field of cross-national studies.

Seminar 1.

Topic 1. Principles of higher education. Basic 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

Seminar 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. The 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

Seminar 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. Dialectics 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

Seminar 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: 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. 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.

Seminar 5.

Topic 5. 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 activity for society as a whole. The practical value of skills acquired as a result of independent scientific work for the activity 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

Seminar 6.

Topic 6. 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

Seminar 7.

Topic 7. 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.

Seminar 8.

Topic 8. 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

Seminar 9.

Topic 9. 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

Seminar 10.

Topic 10. 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

Seminar 11.

Topic 11. Structure and formatting of scientific work.

Determining the object, subject, purpose and objectives of scientific research. Formulating a scientific question and its connection to the social problem that the research aims to solve. Components of scientific work. Introduction (necessary elements of the introduction), main part, conclusions. Developing 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 objectives of 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

Seminar 12.

Topic 12. 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 work.

Literature: 1,10,11

Seminar 13.

Topic 13. The abstract as a genre of academic writing.

The concept of an abstract, abstracting. Informative (abstracts-notes) and indicative (abstracts-summaries):

essence, features. Structure of an abstract: bibliographic description and text of the abstract. Features of writing review abstracts. Basic structural elements of an abstract text. Language clichés used in abstracts. Features of summarising translated texts ("false friends of translators", 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

Seminar 14.

Topic 14. Basic rules for writing scientific articles and abstracts. Rules and principles of public speaking when presenting the results of academic research.

Concept and structure of a scientific article. Principles for choosing a title for a scientific article. Logicity, 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 an article. Specifics of the content and style of abstracts. Classification of abstracts. Requirements for writing abstracts.

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). Use of presentations in public speeches to announce research results.

IW: Perform a comparative analysis of the structural and content parts of the article and abstracts. Describe the main techniques for effective public speaking.

Literature: 2,4,5,7,10

Seminar 15.

Modular control work

6. Independent work of the student/postgraduate

Independent work of the applicant includes:

preparation for classroom sessions – 56 hours;

preparation for the Modular control work – 4 hours;

preparation for the exam – 30 hours.

Total – 90 hours.

Policy and control

7. Academic discipline policy (educational component)

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 systematic educational material in sufficient detail for bachelor'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. However, it is not necessary to make up for missed lectures.

Active participation of students in practical classes is mandatory and will be encouraged. The rating of students will largely be based on the results of their work in practical (seminar) classes. Each missed practical class (regardless of the reasons for the absence) reduces the final rating of students in the discipline.

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

The use of laptops and smartphones is permitted during lectures and practical classes, but only for purposes related to the topic of the class and the relevant thematic task. It is not advisable to use these (and other similar) devices for entertainment or communication during class. It is also not advisable to answer the teacher's questions by reading from the screen of a smartphone, laptop, textbook or other paper medium. This indicates that the student's level of preparation is low.

Rules of conduct in class

During classes, it is recommended to turn off phones in order to achieve a higher level of attention and focus on learning activities. At the same time, on the recommendation of the teacher, you can use communication devices to search for information on the Google Drive of the discipline or on the Internet.

During classes, both seminars and lectures, students are expected to be active, participate in discussions, complete practical tasks, exercises and assignments, ask questions, contribute to group discussions, etc.

When answering questions during practical classes, students should not read from their smartphones, tablets or laptops. They should use their own notes, summaries of the material they have read and data analysis carried out independently at home or in pairs.

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 learning. 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>

University policy

Academic integrity

Policy and principles of integrity are defined in section 3 of the Honour of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". For more details, please visit: <https://kpi.ua/code>.

Standards of ethical conduct

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, please visit: <https://kpi.ua/code>.

Artificial intelligence policy

The policy on the use of artificial intelligence and its principles are regulated by the order "Policy on the use of artificial intelligence for academic activities at Igor Sikorsky Kyiv Polytechnic Institute". For more information, please visit: <https://osvita.kpi.ua/node/1225>.

8. Types of control and the learning outcomes assessment rating system (LOAS)

A student's rating consists of points they receive for:

1. answers in seminars;
2. modular control work
3. exams

1. Answers during seminars.

Weighting score – 5 points for answering a question. The maximum number of points for all seminars is equal to $r_{\text{sem}} = 5 \text{ points} * 5 = 25 \text{ points}$.

For each question answered, the student receives:

- "excellent", complete answer (at least 90% of the required information) if the student demonstrates a deep knowledge of the material, presents it logically and consistently, gives reasoned conclusions, freely operates with specific data, and answers the questions easily and convincingly – 5 points;
- "good", a sufficiently complete answer (at least 75% of the required information), or a complete answer with minor inaccuracies, answers most of the questions asked – 4 points;

- "Satisfactory", incomplete answer (at least 60% of the required information) and significant errors, answers questions poorly or does not answer at all – 3 points;
- "Unsatisfactory", no work in the seminar – 0-2 points.

2. Modular control work.

Weighting – 25 points.

Assessment criteria:

- "excellent", the topic is fully covered (at least 90% of the required information), the work is written independently, meets the established requirements and is submitted on time – 23-25 points;
- "Good", the topic is not fully covered (at least 75% of the required information), there are minor deviations from the established requirements, submitted on time – 19-22 points;
- "satisfactory", the topic is poorly covered and/or there are significant deviations from the established requirements and/or the work is submitted with a significant delay – 15-18 points;
- "unsatisfactory", the work does not meet the requirements – 0-14 points.

3. Exam.

Weighting score – 50.

The exam involves oral answers to questions, a list of which is provided in Appendix 2.

Assessment criteria:

- 40-50 points – the student answers almost all exam questions, demonstrates in-depth knowledge of the material, presents it logically and consistently, gives reasoned conclusions, freely uses specific data, expresses their own position on controversial issues, demonstrates signs of theoretical thinking and sociological imagination;
- 30-39 points – the student answers most of the exam questions, demonstrates a good level of knowledge of the material;
- 20-29 points – the student answers about half of the exam questions, demonstrates rather superficial knowledge;
- 0-19 points – the student answers only some of the exam questions, does not have their own position, and makes significant inaccuracies.

Bonus points (no more than 10 points for all types of work):

- for research activities (participation in conferences, "FSP Science Days", student competitions, publications);
- participation in faculty competitions in academic disciplines and national competitions.

Conditions for a positive interim assessment:

To receive a "pass" on the first interim assessment, a student must have at least 12 points; to receive a "pass" on the second interim assessment, a student must have at least 24 points.

Conditions for admission to the exam:

The condition for a student's admission to the exam is to receive a preliminary rating of at least 24 points.

Table of correspondence between rating points and grades on the university scale:

| <i>Rating of the applicant (points)</i> | <i>University scale of grades for acquired competencies (learning outcomes)</i> |
|---|---|
| 100-95 | Excellent |
| 94 | Very good |
| 84 | Good |
| 74-65 | Satisfactory |
| 64-60 | Sufficient |
| Less than 60 | Unsatisfactory |

Possible marks in the semester control report:

| | |
|----------------|---|
| Not admitted | Failure to meet the conditions for admission to semester control |
| Removed | Violation of the principles of academic integrity or moral and ethical standards of conduct |
| Did not appear | The applicant was admitted but did not appear for the exam |

Review of the rating system of assessment during the semester

The RSO may be reviewed upon a reasoned request from the applicant studying the OK, the student self-government body or the student trade union committee, submitted to the head of the supporting department. The review procedure is defined in Section 7 of the Regulations on the system of assessment of learning outcomes at Igor Sikorsky KPI https://osvita.kpi.ua/sites/default/files/downloads/Pologennia_RSO_2025.pdf

9. Additional information on the discipline (educational component)

List of questions for the semester exam:

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 concepts of paradigm and 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 commercialisation of 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).

Distance learning

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

Inclusive learning

Permitted

Work programme for the academic discipline (syllabus):

Prepared by: Associate Professor of the Department of Sociology, Candidate of Philosophy, Associate Professor Kolomiets T.V.

Approved by: the Department of Sociology (Minutes No. 14 of 23 June 2025).

Approved by: Methodological Commission of the Faculty of Social Sciences (Minutes No. 4 of 24 June 2025).

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).

Methodological recommendations for writing a course paper in the format of an academic essay:**1. Purpose and objectives of the essay**

To demonstrate students' ability to critically analyse a selected problem, compare different theoretical approaches, and draw conclusions.

Demonstrate mastery of academic writing style, structured argumentation, and logical presentation.

Use theoretical knowledge from the course and examples from practice and experience working with digital media.

2. Choosing a topic

Choose a topic from the suggested list and agree it with your lecturer.

The topic should be problematic and allow you to highlight your position.

It is recommended to choose a topic that interests you and where it is possible to give examples of contemporary media processes.

3. Essay structure

A typical essay structure consists of four sections:

Introduction (10–15% of the text)

Briefly introduce the topic and its relevance.

Clearly state the problem and the purpose of the essay.

You may include a research question or hypothesis.

Main body (70–75% of the text)

Logically structured paragraphs, each of which reveals a separate aspect of the problem.

Use terms, concepts, and models studied in the course.

Support each statement: refer to scientific sources, examples from the internet, cases from social networks, statistics.

Compare different approaches, theories, or points of view.

Be sure to use academic language and avoid informal expressions.

Conclusions (10–15% of the text)

Summarise the key arguments.

Express your own position on the issue.

You may offer practical recommendations or predictions for the development of the topic.

List of references

Use scientific articles, monographs, official reports, and analytical materials.

Adhere to a single formatting style (APA, Chicago, MLA).

A minimum of 5–7 sources for a short essay, 10–15 for an extended essay.

4. Formal requirements

Length: 1500–2500 words for a short essay.

Font: Times New Roman, 14 pt, 1.5 spacing.

Margins: standard (2–2.5 cm).

Structured paragraphs, section headings are not mandatory but are desirable for convenience.