

# Academic Writing for Research Purposes

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## Course Description:

The course aims to improve the professional competencies of postgraduate students in the field of scientific writing in English, necessary for carrying out professional scientific foreign language activities and allowing to publish the results of research in English in international journals indexed in scientometric databases Scopus and Web of Science.

## Prerequisites:

The course is designed for Ph.D. students who have little publishing experience in English.

Learners should

- be engaged in research and have some results to report on
- have B2/B2+ (CEFR) level of English proficiency.

Learners can come from different discipline areas as the objective of the course is to offer general guidance about research writing in English.

## Objectives:

Participants will be able to:

- carry out research activities in the relevant professional field using modern research methods and information and communication technologies;
- participate in the work of national and international research teams to solve scientific and educational problems;
- use modern methods and technologies of scientific communication in the state and/or foreign languages;
- plan and solve the problems of professional and personal development.

## TERM: 1 (FALL)

### 1. Scientific Writing: The Laws of Genre and Specifics of English-American Rhetoric

- 1.1. Rhetorical Traditions of English-language Scientific Writing
- 1.2. Special Aspects of the Scientific Style of Presentation in English
- 1.3. Lexical Integrity and Text Coherence

### 2. Pragmatics of Scientific Discourse: Linguistic and Stylistic Features of the Modern scientific text

- 2.1. The Morphology of the English-language Scientific Text
- 2.2. Syntax of an English-Language Scientific Text
- 2.3. The Internal Structure of the Text and Logical Reasoning

### 3. Effective Researcher

- 3.1. Preparation of Literature Review for Foreign Publications
- 3.2. Researcher Tools; Using a PC for Conducting Research
- 3.3. Incomplete Review of Literature: Problems of Novelty and Originality

## TERM: 2 (SPRING)

### 4. Research Article: Structure and international format requirements

- 4.1. “Introduction” Section
- 4.2. “Materials and Methods” and “Results” Sections

4.3. “Discussion” Section. Metadata of a Scientific Research Article

## **5. Scientific Communication: Professional Communication in the Academic Community**

5.1. Cooperation with an International Scientific Journal

5.2. Basics of Public Speaking

5.3. Ethics of Scientific Activity

### **FALL SEMESTER ASSIGNMENTS**

The fall semester assignments must be submitted in the [exam folder](#). Submit Assignments as PDF or DOC files. Create your personal folder (e.g., *Mark Petrov*).

**You will be notified about the assignments in due time.**

**Assignment #1:** “Developing a strong research question”

**Assignment #2:** COURSERA Certificate of completion of the “Academic Literacy” course.

**Assignment #3:** Clarivate Analytics Certificates of completion:

- Finding the right Journal
- EndNote
- Online Web of Science

**Assignment #4:** “Research paper introduction”

**Assignment #5: Field of study Glossary (Corpus-based)**

You will be required to build a glossary of terms that includes key concept vocabulary from your field. The terms will be taken from the articles/chapters that will be reviewed for your assignments. There will be no limited amount of entries in your glossary. Each entry will consist of a term along with their definition in English within the context of the article.

#### **Successful Completion:**

Students will be awarded a **Pass** when they meet/fulfill the following requirements:

- Complete all writing assignments as scheduled on the syllabus.
- Actively participate in classroom discussions when we meet via Zoom.
- Maintain satisfactory attendance in Zoom at or above **85%**. Attendance will be recorded at the beginning or end of each class meeting. **Zoom meetings will not be recorded.**

#### **Attendance Policy:**

Students are expected to attend class via Zoom regularly and on time. Be prepared to actively participate in class. This means leading discussions, asking questions, giving your informed opinions, and interactively listening to others. Be prepared to share your screen via the Zoom platform.

#### **Participant Code of Conduct:**

To promote a classroom environment conducive to learning, please do not distract others. This includes not using cell phones during class time unless condoned by the instructor. All students are expected to adhere to common courtesy guidelines.

#### **Scholastic Honesty:**

Scholastic honesty is expected and required. All work submitted for this class must be your own.

**Copying or representing the work of anyone else (in print or from another student) is plagiarism and cheating.**

You **MUST** identify and cite your sources whenever you use the following:

- Direct quotations
- Paraphrases and summaries of information not commonly known
- Borrowed ideas
- Facts that are not common knowledge

**TENTATIVE SCHEDULE, FALL SEMESTER**

**Group 4 (Saturday, 09:00 – 10:20) – [ZOOM LINK](#)**

September 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7 (Synchronous online learning) Zoom meeting for all groups	8	9	10	11	12
13	14	15	16	17	18	19 (Synchronous online learning) Zoom meeting
20	21	22	23	24	25	26 (Synchronous online learning) Zoom meeting
27	28 (Asynchronous learning) COURSERA “Academic Literacy” all groups	29 COURSERA “Academic Literacy” all groups	30 COURSERA “Academic Literacy” all groups			

October 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				<b>1</b> COURSERA “Academic Literacy” <b>all groups</b>	<b>2</b> COURSERA “Academic Literacy” <b>all groups</b>	<b>3</b> COURSERA “Academic Literacy” <b>all groups</b>
<b>4</b> COURSERA “Academic Literacy” <b>all groups</b>	<b>5</b> COURSERA “Academic Literacy” <b>all groups</b>	<b>6</b> COURSERA “Academic Literacy” <b>all groups</b>	<b>7</b> COURSERA “Academic Literacy” <b>all groups</b>	<b>8</b> COURSERA “Academic Literacy” <b>all groups</b>	<b>9</b> COURSERA “Academic Literacy” <b>all groups</b>	<b>10</b> COURSERA “Academic Literacy” <b>all groups</b>
<b>11</b> COURSERA “Academic Literacy” <b>all groups</b>	<b>12</b> COURSERA “Academic Literacy” <b>all groups</b>	<b>13</b> COURSERA “Academic Literacy” <b>all groups</b>	<b>14</b> COURSERA “Academic Literacy” <b>all groups</b>	<b>15</b> COURSERA “Academic Literacy” <b>all groups</b>	<b>16</b> COURSERA “Academic Literacy” <b>all groups</b>	<b>17</b> <b>Assignment #1</b> <b>DEADLINE</b>
<b>18</b> COURSERA “Academic Literacy” <b>all groups</b>	<b>19</b> COURSERA “Academic Literacy” <b>all groups</b>	<b>20</b> COURSERA “Academic Literacy” <b>all groups</b>	<b>21</b> COURSERA “Academic Literacy” <b>all groups</b>	<b>22</b> COURSERA “Academic Literacy” <b>all groups</b>	<b>23</b> COURSERA “Academic Literacy” <b>all groups</b>	<b>24</b> COURSERA “Academic Literacy” <b>all groups</b>
<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b> (Synchronous online learning) Zoom meeting

November 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
<b>1</b> <b>Assignment #2</b> <b>DEADLINE</b> <b>all groups</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b> (Synchronous online learning) Zoom meeting
<b>8</b>	<b>9</b> (Asynchronous learning) Online Tutorials by Web of Science <b>all groups</b>	<b>10</b> Online Tutorials by Web of Science <b>all groups</b>	<b>11</b> Online Tutorials by Web of Science <b>all groups</b>	<b>12</b> Online Tutorials by Web of Science <b>all groups</b>	<b>13</b> Online Tutorials by Web of Science <b>all groups</b>	<b>14</b> Online Tutorials by Web of Science <b>all groups</b>
<b>15</b>	<b>16</b> Online Tutorials by Web of Science <b>all groups</b>	<b>17</b> Online Tutorials by Web of Science <b>all groups</b>	<b>18</b> Online Tutorials by Web of Science <b>all groups</b>	<b>19</b> Online Tutorials by Web of Science <b>all groups</b>	<b>20</b> Online Tutorials by Web of Science <b>all groups</b>	<b>21</b> Online Tutorials by Web of Science <b>all groups</b>
<b>22</b> Online Tutorials by Web of Science <b>all groups</b>	<b>23</b> Online Tutorials by Web of Science <b>all groups</b>	<b>24</b> Online Tutorials by Web of Science <b>all groups</b>	<b>25</b> Online Tutorials by Web of Science <b>all groups</b>	<b>26</b> Online Tutorials by Web of Science <b>all groups</b>	<b>27</b> Online Tutorials by Web of Science <b>all groups</b>	<b>28</b> Online Tutorials by Web of Science <b>all groups</b>
<b>29</b> <b>Assignment #3</b> <b>DEADLINE</b> <b>all groups</b>	<b>30</b>					

December 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5 (Synchronous online learning) Zoom meeting
6	7	8	9	10	11	12 (Synchronous online learning) Zoom meeting
13 Assignment #4 DEADLINE all groups	14	15	16	17	18	19 (Synchronous online learning) Zoom meeting
20 Assignment #5 DEADLINE all groups	21	22	23	24	25	26
27	28	29	30	31		

### Textbooks Consulted:

- Alley, M. (1996). The craft of scientific writing. (3rd ed.) N.Y.: Springer.
- Belcher, W. (2009). Writing your journal article in 12 weeks: A guide to academic publishing success. Thousand Oaks, Calif.: SAGE Publications.
- Biggam, J. (2015). Succeeding with Your Master's Dissertation: a Step-By-Step Handbook. Maidenhead: McGraw-Hill Education.
- Blum, D. (2006). A field guide for science writers (2nd ed.). Oxford University Press.
- Bolker, J. (n.d.). Writing your dissertation in fifteen minutes a day: a guide to starting, revising, and finishing your doctoral thesis. New York: Henry Holt.
- Casanave, C. P., & Swales, J. M. (2014). Before the dissertation: a textual mentor for doctoral students at early stages of a research project. Ann Arbor: University of Michigan Press.
- Clark, R. (2006). Writing tools: 50 essential strategies for every writer. New York: Little, Brown and.
- Clark, R. (2010). The glamour of grammar: A guide to the magic and mystery of practical English. New York: Little, Brown and Company.
- Davis, M. (2005). Scientific papers and presentations (Rev. ed.). Burlington, Mass.: Academic Press.
- Day, R. (1998). Day, R. (1998). How to write & publish a scientific paper (5th ed.). Phoenix, Az.: Oryx Press.

- Elsevier Research Platforms (Scopus / ScienceDirect/Mendeley) English. New York: Little, Brown and Company.
- Gustavii, B. (2003). How to write and illustrate a scientific paper. Cambridge University, UK: The Cambridge Press.
- Hambleton, V., & Greenwood, C. (2012). So, you want to be a writer? How to write, get published, and maybe even make it big! New York, NY: Aladdin
- Hancock, E. (2003). Ideas into words: Mastering the craft of science writing. Baltimore: Johns Hopkins University Press.
- Martínez, I. (2005). Native and non-native writers' use of first person pronouns in the different sections of biology research articles in English. *Journal of Second Language Writing*, 174-190.
- Penrose, A., & Katz, S. (2004). Writing in the sciences: Exploring conventions of scientific discourse (2nd ed.). New York: Longman.
- Phillips, E. M., & Pugh, D. S. (2000). How to Get a Ph.D.: A Handbook for Students and Their Supervisors.  
How to get a PhD: a handbook for students and their supervisors. Maidenhead, Berkshire, England: Open University Press.
- Ritter, R. (2005). New Hart's rules: Adapted from The Oxford guide to style by R.M. Ritter.
- Rogers, S.M. (2007). Mastering scientific and medical writing: A self-help guide. N.Y.: Springer.
- Schimel, J. (2012). Writing science: How to write papers that get cited and proposals that get funded. Oxford University Press.
- Senturia, S. (2003.). Guest editorial how to avoid the reviewer's axe: One editor's view. *Journal of Microelectromechanical Systems* J. Microelectromech. Syst., 229-232.  
Retrieved December 6, 2015, from [http://tid.uio.no/kurs/fys4260/How\\_to\\_avoid\\_the\\_reviewer's\\_axe.pdf](http://tid.uio.no/kurs/fys4260/How_to_avoid_the_reviewer's_axe.pdf)
- Shaw, H. (1986). Errors in English and ways to correct them (3rd ed.). New York: Harper & Row.
- Silvia, P. (2007). How to write a lot: A practical guide to productive academic writing. Washington, DC: American Psychological Association.
- Strunk, W., & White, E.B. (2000). The elements of style. (4th ed.) London: Allyn and Bacon.
- White, A. (2003). How to get a PhD: A handbook for students and their supervisors. *Complementary Therapies in Medicine*, 11(1), 51. doi:10.1016/s0965-2299(03)00003-7
- Williams, J. (1990). Style: Toward clarity and grace. Chicago: University of Chicago Press.
- Wisker, G. (2008). The postgraduate research handbook: succeed with your MA, MPhil, EdD and PhD. New York: Palgrave Macmillan.
- Zinsser, W. (1980). On writing well: An informal guide to writing nonfiction (2d ed.). New York: Harper and Row.