 

**MODEST Course**

**Research Strand (A3)**

**International Research Writing and Presentation Skills**

**Proposed by:**

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***“This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein”***

1. **“Work version” - for purposes of “horizontal” teams working on individual courses:**

**1.1 Course description**

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| --- | --- |
| **Course title**  | **International Research Writing and Presentation Skills** |
| **Target group** | Doctoral students |
| **Course aims** | The course aims to develop competencies, skills and abilities in English-language academic speech, scientific writing, and digital content presentation of research results in international conferences and journals. |
| **Learning outcomes**  | On successful completion of this course, students will be able to:LO 1: compile lexical, grammatical, and syntactic features of a scientific text in their own presentations;LO 2: compose their own paper according to the logic of the IMRaD format;LO 3: generate the purpose and structure of each section of a research paper;LO 4: write a draft of a research paper;LO 5: select a target journal in a discipline-specific field of research and explain their choice;LO 6: summarize relevant information on the student`s research defining main points and supporting details that help communicate clear and effective messages to the audience;LO 7: justify the use of appropriate body language, eye contact, voice quality;LO 8: assess the importance of speaking English fluently and correctly with good pronunciation and appropriate intonation;LO 9: recognize the most advanced level of a field of effectiveness of digital content at the interface between psychology and physiology of perception;LO 10: propose solutions to critical issues in development and delivering of digital content, as well as extend and redefine accumulated knowledge or technical practices;LO 11: demonstrate substantial authority, innovation, autonomy, academic and professional integrity, as well as a continuing commitment to the development of new ideas or processes at the forefront of the development and delivering of digital content. |
| **Prerequisites and co-requisites (if applicable)**  | Students should* be engaged in research and have some results to report on
* have B2+ level of English proficiency

MSc background |
| **Course content** | The course covers English-language research writing conventions and discipline-specific requirements for international publications, it also covers current advances in the technology for development and delivering of digital content. Special attention is paid to the theoretical and practical study of:1. Pragmatics of scientific discourse: linguistic and stylistic features of modern scientific texts;
2. The internal structure of a research paper and logical reasoning;
3. The IMRAD format and features of research paper sections;
4. Guiding principles of a successful presentation in English; English phrases for presentations;
5. Time limits, setting, visual assistance;
6. Structure of an English presentation: organizing main points and supporting details;
7. Effective English speaking: practicing voice quality, fluency, body language, audience interaction;
8. Kinds and features of digital content;
9. Presentation as the main kind of digital content, history and popularity of presentations;
10. Volume and placement of text information;
11. Choosing font types and sizes, font colours and backgrounds, volume, placement and quality of images;
12. Storing, sharing and delivering of digital content;
13. Practical creation of various kinds of digital content.
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| **Recommended or required reading and other learning resources/tools**  | 1. Suzy Siddons. The complete presentation skills handbook. 2008, London and Philadelphia, 223 p.
2. Marion Grussendorf. English for Presentations. 2008, Oxford, University Press, 80 p.
3. Artem N. Bezrukov. Making a successful presentation. 2019, Otechestvo. 84 p.
4. J. Stowall, R.H. Hull. The Art of Presentation: Your Competitive Edge. Sound Wisdom, 2017. – 192 p.
5. Валеева Э. Э. Подготовка материалов для публикации в международных научных изданиях [Электронный ресурс] / Валеева Э. Э., Зиятдинова Ю. Н., Безруков А. Н. — Казань : КНИТУ, 2016 .— 120 с.English for Chemical Engineers (Английский язык для инженеров-химиков): учеб. пособие / Э.Э. Валеева, Ю.Н. Зиятдинова, А.Н. Безруков; Казан. нац. исслед. технол. ун-т .— Казань : Изд-во КНИТУ, 2015 .— 104 с.
6. Ways to make your presentation message unforgettable. URL: https://24slides.com/presentbetter/make-your-presentation message-unforgettable/(date: 17.11.2019).
7. How to structure your presentation URL: https://virtualspeech.com/blog/how-to-structure-your-presentation (date: 17.11.2019).
8. J.G. Wissema. Towards the Third Generation University: Managing the University in Transition. Edward Elgar, 2009. – 252 p.
9. Casanave, C. P., Swales, J. M. (2014). Before the dissertation: a textual mentor for doctoral students at early stages
10. of a research project. Ann Arbor: University of Michigan Press
11. Schimel, J. (2012). Writing science: How to write papers that get cited and proposals that get funded. Oxford, England: Oxford University Press.
12. Wisker, G. (2008). The postgraduate research handbook: succeed with your MA, MPhil, EdD and PhD. New York: Palgrave Macmillan.
13. Alley, M. (1996). The craft of scientific writing. (3rd ed.) N.Y.: Springer.
14. Belcher, W. (2009). Writing your journal article in 12 weeks: A guide to academic publishing success. Thousand Oaks, Calif.: SAGE Publications.
15. Blum, D. (2006). A field guide for science writers (2nd ed.). Oxford, England: Oxford University Press.
16. Clark, R. (2006). Writing tools: 50 essential strategies for every writer. New York: Little, Brown and.
17. Clark, R. (2010). The glamour of grammar: A guide to the magic and mystery of practical English. New York: Little, Brown and.
18. Day, R. (1998). How to write & publish a scientific paper (5th ed.). Phoenix, Az.: Oryx Press.
19. Elsevier Research Platforms (Scopus / ScienceDirect/Mendeley) <https://www.elsevier.com/research-platforms>.
 |
| **Planned learning activities and teaching methods** | A thoughtful combination of face-to-face and online education, depending on the needs, based on:* Situation-Based Learning and Experience-Based Learning for theoretical training;
* Team Learning and Project Based Learning for practical training;
* Group exercises;
* Delivering presentations;
* Sharing experiences;
* Self-education

Teaching: arranging classes, giving assignments, giving feedback on students` work, promoting discussions and sharing opinions, stimulation students` self-education. |
| **Assessment methods and criteria**  | Assessment methods:* submission of a research paper draft in English to an international journal (LO1-4);
* reflective essay on journal selection (500 words) (LO-5);
* oral presentation given in English on PhD research (LO 6-11).

Assessment criteria:* effective demonstration of digital content;
* excellent command of the written and oral English language;
* critical analysis of written and oral piece of work.
* Pass/Fail, % attendance and assignment completion required.
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**1.2 Course Structure (an example for „Research Methodology” module – draft proposal, a course for doctoral students)**

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| **Course blocks** | **Description** |
| **General part** |  |
| **Presentations Skills****Module 1 Presentation planning and content arrangement****Module 2 Presentation delivery****Module 3 Professional vocabulary building****Research Writing****Module 1. Genre and doctoral-level research writing****Module 2. Planning and Preparation****Module 3. Writing an Introduction****Module 4. Writing the Materials & Methods section** **Module 5: Writing the Results Section** **Module 6. Writing Discussion & Conclusion sections****Module 7. Final Touches** |  In Module 1, students should:* make a plan considering purpose, audience, timing, visuals, place and equipment;
* identify the logic of the research project to be presented;
* identify the structure and content elements;
* make an outline of the presentation.

In Module 2, students should:* perform a presentation in front of the audience, making good personal impact;
* speak English fluently and coherently;
* demonstrate a confident and professional manner;
* use grammar and vocabulary properly;
* pronounce words correctly;
* make correct pauses, stress and intonation.

In Module 3, students should be able to:* start, proceed and conclude using appropriate English phrases;
* describe mathematical expressions, chemical formulae, tables and figures, pie charts, graphs;
* describe laboratory procedures and equipment.

Unit 1. Rhetorical traditions of English-language research writingBy the end of this Unit, students should be able to:* identify the language of science and its use in modern forms of written scientific communication
* develop an enhanced understanding of English written patterns, based on Anglo-American rhetorical conventions
* identify various writing strategies

Unit 2. Pragmatics of scientific discourse: linguistic and stylistic features of the modern scientific textBy the end of this Unit, students should be able to:* recognize lexical, grammatical, and syntactic features of a scientific text
* apply the knowledge of specific features of English-language scientific prose, e.g., emotive language, "hidden" negation, etc.

Unit 3. The internal structure of the text and logical reasoningBy the end of this Unit, students should be able to:* exhibit effective cohesion, coherence, and mechanics in paragraphs
* draw links between each individual idea within a scientific text
* generate logical and reasoned arguments

Unit 4. Chosing a journal. Studying the journal’s requirementsBy the end of this Unit, students should be able to:* select a target journal in a discipline-specific field of research
* identify the aims, scope and the target audience of the journal
* recognise the main causes of rejection for an article and learn how to avoid them

Unit 5. The IMRaD formatBy the end of this Unit, students should be able to:* identify the logic of the IMRaD format
* briefly describe the content of the main sections of a research paper
* develop a checklist to guide the production of a manuscript for publication in the target journal
* create an outline of a research paper

Unit 6. Outlining a research paperBy the end of this Unit, students should be able to:* define discourse signals in published papers
* identify effects of a research study
* express predictions using discourse signals

Unit 7. Overview of the Introduction sectionBy the end of this Unit, students should be able to:* identify the purpose and structure of the Introduction section of a reseach paper
* learn about some language features related to different content elements of the Introduction
* create an outline of an introduction to a research paper.

Unit 8. Acknowledging the ideas of othersBy the end of this Unit, students should be able to:* identify the patterns for referencing sources
* identify ways of avoiding plagiarism
* practise summarising and paraphrasing strategies

Unit 9. Writing a Literature ReviewBy the end of this Unit, students should be able to:* identify the structure of a literature review
* identify some language features of a literature review
* create a draft of a literature review

Unit 10. Overview of the sectionBy the end of this Unit, students should be able to:* identify the structure and content elements of the section
* differentiate between metric and non-metric units of measurement
* refine the outline for the section of a research paper

Unit 11. Describing the materialsBy the end of this Unit, students should be able to:* describe materials used in your research
* use non-finite clauses to make the description of materials more succinct
* make notes for the Materials and Methods section

Unit 12. Describing the methodsBy the end of this Unit, students should be able to:* describe methods and procedures of a research study
* use defining and non-defining relative clauses
* write a draft of the Materials and Methods section

Unit 13. Overview of the sectionBy the end of this Unit, students should be able to:* define purpose, structure, functions and style of the Results section
* distinguish between reporting and interpreting the results
* identify strengths and weaknesses of the Results section in published papers
* create an outline for the Results section of a research paper

Unit 14. Describing tables and figuresBy the end of this Unit, students should be able to:* discover various types of presenting data
* review tables and figures in published papers
* evaluate the quality of presenting data in visual forms
* construct tables and figures to present research

Unit 15. Language of the Section. Making comparisonsBy the end of this Unit, students should be able to:* identify comparisons in published papers
* use comparative and superlative forms of adjectives and adverbs, degree modifiers and comparative constructions in research writing
* prepare the final draft of the Results section

Unit 16. Strengthening the core of a research paperBy the end of this Unit, students should be able to* differentiate between the Results, Discussion and Conclusion sections of a research paper
* identify the functions of the Discussion and Conclusion sections
* make notes for the Discussion and Conclusion sections

Unit 17. Insights into the Discussion sectionBy the end of this Unit, students should be able to:* explore the content elements and the use of language in the Discussion section
* use forms of modality
* create a draft of the Discussion section

Unit 18. Insights into the Conclusion sectionBy the end of this Unit, students should be able to:* explore the content elements and the use of language of the Conclusion section
* collect useful language chunks
* create a draft of the Conclusion section

Unit 19. Titles and KeywordsBy the end of this Unit, students should be able to:* learn about the function of keywords and titles
* identify strategies for writing keywords and title
* write keywords and title of a research paper

Unit 20. Writing an AbstractBy the end of this Unit, students should be able to:* identify the purpose, structure and language of an abstract
* write an abstract to your research paper

Unit 21. Acknowledgements. Checking before submissionBy the end of this Unit, students should be able to:* identify the function and language of the Acknowledgements section
* receive and give feedback on the draft of the paper

create an action plan on improvements of a research paper |
| Independent work home/online/paper/presentation | Students prepare papers and presentations on assigned topics |
| **Domain-specific part** |  |
| Practical lessons | Trainings in research writing, digital and oral presentation, practicing oratory skills |
| Group work online | Students work in small groups (3-4 persons) sharing experiences, getting feedback from each other |
| Assessment | * prepare a research paper draft in English to an international journal ;
* reflective essay on journal selection (500 words);
* oral presentation given in English on PhD research;
* effective demonstration of digital content;
* ability to speak and write in English;
* critical analysis of written and oral piece of work.
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**Assessment criteria for evaluating presentations**

| **Criteria** | **Assessment** | **Comments** |
| --- | --- | --- |
|  ***Content**** Background
* Depth
* Relevance
 | The content reflects the main aspects of the topic. Topic is relevance defined, logical argumentation is presented. |  |
| * ***Organization***
* Logic
* Coherence
* Main points &supporting details
* Clear links between sections
 | The goal is formulated and reflects the main purpose of the work, the tasks of the research are indicated and fully reflect the content of the project. Ideas and main points are developed and reasoned. |  |
| ***Delivery**** Enthusiasm, inflection, projection
* Eye contact, gesture, posture
* Fluency, tone of voice
 | The speaker has sufficient stage presence, eye contact and vocal characteristics; maintains a steady pace, and has a confident manner. |  |
| ***Language**** Choice
* Accuracy
* Appropriate usage of professional vocabulary
 | The speaker uses professional language confidently as well as conventional phrases for introduction, transitions and conclusions. Avoids grammar and vocabulary mistakes. |  |
| ***Audience**** Audience participation
* Responding to questions
 | * The speaker uses interactive techniques and engages audience. Responds to questions adequately, evaluates listeners` knowledge
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**The criteria for evaluating a research paper**

| **Criteria** | **30 points** | **30 points** | **10 points** | **0 points** |
| --- | --- | --- | --- | --- |
| ***Relevance of a scientific article (proof of relevance)*** | Topic relevance defined; rationale and logical argumentation are presented. | Topic relevance defined, however, no clear rationale and logical argumentation presented. | Topic relevance defined, rationale and logical argumentation are not presented or inconclusive. | Topic relevance not defined |
| ***Formulation of the purpose and objectives of the study*** | The goal is formulated and reflects the main purpose of the work, the research objectives are indicated, the sequence of their solution is presented  | The goal is formulated and reflects the main purpose of the work, but the tasks of the research are not indicated or are indicated but do not fully reflect the content of the article. | The goal is not clearly formulated, the objectives are inadequate in relation to the aims. | Target not assigned, tasks not indicated. |
| ***Content*** | The content fully reflects the stated topic; ideas and main points are stated clearly, deployed and reasoned. | The content reflects the main aspects of the statements of the topic; ideas and main points are not always developed and reasoned. | The content does not fully reflect the stated topic. | The content does not match the stated topic. |
| ***Review of research literature*** | The review of literature references is presented fully and variably in compliance with the layout rules of links and citations. | The review of literature references is not presented fully, the presented points of view do not always have a bibliographical reference. | There are significant violations in the structure of literary reference sources, the literature review is poorly presented. | Literature review is not presented, referenced to used sources are absent. |
| ***Organization of article material (structure)*** | The paper is structured logically, consistently, with all the structural elements (introduction, main part, terminological glossary, conclusions, bibliography) | All structural elements are present, however there are some violations in the organization of the material. | Some structural elements of the article are missing; there are significant violations in the organization of the material. | Numerous violations of the structure, inconsistency of presentation make it difficult to understand the content, and do not solve the scientific issues posed. |
| ***Originality of presentation*** | The paper is written in the author’s own words, presents its own original ideas and suggestions in the field of the studied scientific problem. | There are separate cases of copying (compiling) from original sources, there is an attempt to present their own ideas in the field of the problem under study. | Significant part of the text is copied from original sources. | Virtually the entire article is copied from a small number of original sources. |

1. **Full description (to be used for implementation of courses at partner institutions)**

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| --- | --- |
| **Course provider (institution/ Project)** | MODEST Project:Moscow Institute of Physics and Technology, RussiaKazan National Research Technological University, RussiaNational Polytechnic University of Armenia, ArmeniaBrunel University, UK |
| **Title**  | **International Research Writing and Presentation Skills** |
| **Target group** | all doctoral students, young researchers |
| type (compulsory/optional)  | compulsory - for PhD students |
| year of study when the component is delivered, semester/trimester when the component is delivered (if applicable) | First and second semesters |
| number of ECTS credits allocated (if applicable); estimated workload | 1 ECTS Supervised work (face-to-face seminars) / virtual/distance studies (online lectures; online discussion forums)1 ECTS Independent work + Demonstration of competence |
| **Name of lecturer(s)**  | Juliya Ziyatdinova, Elvira Valeeva |
| **Mode of delivery (face-to-face/ distance learning etc.); number of contact hours** | 1. face-to-face in auditorium at MODEST partner universities 2. blended (face-to-face and distance) learning at MODEST partner university3. distance learning |
| **Language of instruction**  | English |
| **Course aims** | The course aims to develop competencies, skills and abilities in English-language academic speech, scientific writing, and digital content presentation of research results in international conferences and peer-reviewed journals.  |
| **Learning outcomes**  | On successful completion of this course, students will be able to:LO 1: compile lexical, grammatical, and syntactic features of a scientific text in their own presentations;LO 2: compose their own text according to the logic of the IMRaD format;LO 3: generate the purpose and structure of each section of a research paper;LO 4: write a draft of a research paper;LO 5: select a target journal in a discipline-specific field of research and explain their choice;LO 6: summarize relevant information on the student`s research defining main points and supporting details that help communicate clear and effective messages to the audience;LO 7: justify the use of appropriate body language, eye contact, voice quality;LO 8: assess the importance of speaking English fluently and correctly with good pronunciation and appropriate intonation;LO 9: recognize the most advanced level of a field of effectiveness of digital content at the interface between psychology and physiology of perception;LO 10: propose solutions to critical issues in development and delivering of digital content, as well as extend and redefine accumulated knowledge or technical practices;LO 11: demonstrate substantial authority, innovation, autonomy, academic and professional integrity, as well as a continuing commitment to the development of new ideas or processes at the forefront of the development and delivering of digital content. |
| **Prerequisites and co-requisites (if applicable)**  | MSc, specialist background with A2, B1, B2 levels of English |
| **Course content** | The course covers English-language research writing conventions and discipline-specific requirements for international publications; it also covers current advances in the technology for development and delivering of digital content. Special attention is paid to the theoretical and practical study of:1. Pragmatics of scientific discourse: linguistic and stylistic features of modern scientific texts;2. The internal structure of a research paper and logical reasoning;3. The IMRaD format and features of research paper sections;4. Guiding principles of a successful presentation in English; 5. English phrases for presentations;6. Time limits, setting, visual assistance;7. Structure of an English presentation: organizing main points and supporting details;7. Effective English speaking: practicing voice quality, fluency, body language, audience interaction;8. Kinds and features of digital content;9. Presentation as the main kind of digital content, history and popularity of presentations;10. Volume and placement of text information;11. Choosing font types and sizes, font colours and backgrounds, volume, placement and quality of images;12. Storing, sharing and delivering of digital content;13. Practical creation of various kinds of digital content. |
| **Recommended or required reading and other learning resources/tools**  | 1. Suzy Siddons. The complete presentation skills handbook. 2008, London and Philadelphia, 223 p.
2. Marion Grussendorf. English for Presentations. 2008, Oxford, University Press, 80 p.
3. Artem N. Bezrukov. Making a successful presentation. 2019, Otechestvo. 84 p.
4. J. Stowall, R.H. Hull. The Art of Presentation: Your Competitive Edge. Sound Wisdom, 2017. – 192 p.
5. Валеева Э. Э. Подготовка материалов для публикации в международных научных изданиях [Электронный ресурс] / Валеева Э. Э., Зиятдинова Ю. Н., Безруков А. Н. — Казань : КНИТУ, 2016 .— 120 с.English for Chemical Engineers (Английский язык для инженеров-химиков): учеб. пособие / Э.Э. Валеева, Ю.Н. Зиятдинова, А.Н. Безруков; Казан. нац. исслед. технол. ун-т .— Казань : Изд-во КНИТУ, 2015 .— 104 с.
6. Ways to make your presentation message unforgettable. URL: https://24slides.com/presentbetter/make-your-presentation message-unforgettable/(date: 17.11.2019).
7. How to structure your presentation URL: https://virtualspeech.com/blog/how-to-structure-your-presentation (date: 17.11.2019).
8. J.G. Wissema. Towards the Third Generation University: Managing the University in Transition. Edward Elgar, 2009. – 252 p.
9. 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
10. Schimel, J. (2012). Writing science: How to write papers that get cited and proposals that get funded. Oxford, England: Oxford University Press.
11. Wisker, G. (2008). The postgraduate research handbook: succeed with your MA, MPhil, EdD and PhD. New York: Palgrave Macmillan.
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13. Belcher, W. (2009). Writing your journal article in 12 weeks: A guide to academic publishing success. Thousand Oaks, Calif.: SAGE Publications.
14. Blum, D. (2006). A field guide for science writers (2nd ed.). Oxford, England: Oxford University Press.
15. Clark, R. (2006). Writing tools: 50 essential strategies for every writer. New York: Little, Brown and.
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18. Elsevier Research Platforms (Scopus / ScienceDirect/Mendeley) <https://www.elsevier.com/research-platforms>.
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| **Planned learning activities and teaching methods** | A thoughtful combination of face-to-face and online education, depending on the needs, based on:* Situation-Based Learning and Experience-Based Learning for theoretical training;
* Team Learning and Project Based Learning for practical training;
* Group exercises;
* Delivering presentations;
* Sharing experiences;
* Self-education

Teaching: arranging classes, giving assignments, giving feedback on students` work, promoting discussions and sharing opinions, stimulation students` self-education. |
| **Assessment methods and criteria**  | * submission of a research paper draft in English to an international journal (LO1-4);
* reflective essay on journal selection (500 words) (LO-5);
* oral presentation given in English on PhD research (LO 6-1)
* effective demonstration of digital content;
* excellent command of the written and oral English language;
* critical analysis of written and oral piece of work.
 |
| **Version No** | Version #1 |
| **Prepared/amended by** | Moscow Institute of Physics and Technology, RussiaKazan National Research Technological University, RussiaNational Polytechnic University of Armenia, ArmeniaBrunel University, UK |
| **Approved by** | FirstName, Last Name, Position, MODEST Partner University |
| **Date of approval** | DD Month Year |