National Technical University of Ukraine
«IGOR SIKORSKY
KYIV POLYTECHNIC INSTITUTE»

Department of English for Engineering №1
Department of English for Engineering №2
Department of English for Humanities №3

FOREIGN LANGUAGE FOR SCIENTISTS (English)
Syllabus

Requisites of the Course	
Cycle of Higher Education	*Third cycle of higher education(PhD)*
Speciality	For all (except for 035 Philology)
Educational program	For all educational programs
Type of course	Normative
Mode of study	Full-time (daytime/evening study)
Year of study/Semester	Educational component 1: 1st year, autumn/fall semester Educational component 2: 1st year, spring semester
ECTS workload	6 credits ECTS: Educational component 1: 3 credits ECTS / 90 hours: classroom work – 40 hours, self-study – 50 hours Educational component 2: 3 credits ECTS / 90 hours: classroom work – 36 hours, self-study – 54 hours
Testing and Assessment	Educational component 1: Final Testing/Literature Review (individual task) Educational component 2: Exam/Module Test
Course schedule	Educational component 1: 3 hours per week by the timetable http://rozklad.kpi.ua/ Educational component 2: 2 hours (one class) per week by the timetable http://rozklad.kpi.ua/
Language of Instruction	English
Course Instructors	Faculty of departments: Department of English for Engineering № 1 - http://kamts1.kpi.ua/ Department of English for Engineering № 2 - http://kamts2.kpi.ua/ Department of the English language for Humanities № 3 - http://kamgs3.kpi.ua/ Person in charge: Galyna Mikhnenko, PhD, Associate Prof., contact number: 0975356485, email: mikhnenko.galyna@lll.kpi.ua
Access to the course	https://do.ipo.kpi.ua/course/view.php?id=341 https://do.ipo.kpi.ua/course/view.php?id=289

Outline of the Course

1. Course description, goals, objectives, and learning outcomes

The course "Foreign Language for Scientists" belongs to the cycle of general training of PhD students of non-philological specialities.

The subject of the course is a set of components (language knowledge and speech skills) which provides further improvement of postgraduates' foreign language speech competencies in listening, speaking, writing and translation, language competencies, profession-oriented, sociocultural, strategic and pragmatic competencies sufficient for presenting the results of their scientific work and carrying out scientific communication in a foreign language.

The purpose of the course is to develop the following PhD students' competencies:

- an ability to work in an international context;
- an ability to search, process and analyze information from various sources;
- an ability to communicate in a foreign language with sufficient proficiency to present and discuss the results of their scientific research orally and in writing as well as to fully understand foreign scientific texts in their field of study.

After completing the course, PhD students must demonstrate the following learning outcomes:
- to be able to use modern methods and technologies of scientific communication in Ukrainian and foreign languages;
- to read and understand foreign texts in their field of study;
- to freely present and discuss with specialists and non-specialists the results of research, theoretical and applied problems in the area of study in native and foreign languages as well as successfully present the findings in scientific publications in highly respected international scientific journals.

In the autumn/fall semester, first-year PhD students study Educational Component 1 (EC 1) – "Foreign Language for Scientific Research"

While doing EC 1, there will be a consistent transition to strong vantage B2+ level of academic foreign language, the descriptors of which provide the following level of knowledge, skills and abilities:

- Listening: to understand the main ideas and concepts of lectures, conversations, reports and other forms of academic/professional presentation, complex both in content and linguistically; to make notes of important details;

- Speaking: to make a clear, systematic presentation, emphasizing important details and using relevant supporting information; spontaneously deviate from the prepared text and follow the interesting thoughts expressed by the audience;

-Reading: to receive information from highly specialized sources within students' own field of study; to understand articles and scientific reports on contemporary issues in which the authors have a certain position or point of view;

- Writing: to synthesize information and arguments from different sources; to write clear, well-structured descriptions of complex topics, abstracts, argumentative essays, and literature reviews.

In the spring semester, first-year PhD students study Educational Component 2 (EC 2) – "Foreign Language for Communication in Science"

While doing the course there will be a prospective transition to C1 level of academic foreign language, the descriptors of which provide autonomous level of knowledge, skills and abilities:

- Listening: to listen to most lectures, discussions and debates with relative ease; make detailed recordings during a lecture on the topics of in the field of study, taking notes so accurately and close to the original that these notes can be used by other people;

- Speaking: to make a clear, well-structured presentation on the topic of scientific research, explaining and supporting the point of view with evidence and relevant examples; interact, responding spontaneously and almost without efforts;

- Reading: to understand a wide range of long, complex scientific texts in the field of study with a high degree of independence, adapting the reading speed to different goals, understanding the positions of the authors as well as indirectly and directly expressed views;

- Writing: to write clear, well-structured descriptions on complex topics as well as write abstracts, summaries, a scientific article, while emphasizing the main issues and maintaining the point of view for a long time with evidence and relevant examples.

2. Prerequisites and post-requisites of the course

Prerequisites: To complete the course "Foreign Language for Scientists" (English) a minimum B2 level of the foreign language is required.

Post-requisites: Successful completion of the course enables a PhD student to increase English language proficiency to the level of C1 in order to effectively present the results of the research in a foreign language and carry out scientific communication.

3. Content of the course

EC1 "Foreign Language for Scientific Research" (autumn/fall semester)

Part 1. Introduction

Topic 1.1. Academic Orientation. Finding information about research projects.

Part 2. Critical thinking in science and technology

Topic 2.1. Advertising and critical thinking. Note-taking.

Topic 2.2. Pros and cons of group work.

Topic 2.3. Ethics and advertising. Writing a summary.

Part 3. Managing invention and innovation

Topic 3.1. Innovation and invention. Hedging.

Topic 3.2. Asking for and giving clarification in group work.

Topic 3.3. Recent invention and its impacts. Writing summaries from multiple sources.

Part 4. Issues in current work environment

Topic 4.1. Facing challenges. Following the writer's argument.

Topic 4.2. Working with colleagues: problem solving. Developing an argument in an essay.

Part 5. The role of Information Technologies in modern education and business

Topic 5.1. IT in education and business. Presenting professionally.

EC 2 "Foreign Language for Communication in Science" (spring semester)

Part 1. Internationalization of higher education

Topic 1.1 Ways of studying in higher education.

Topic 1.2 Being an international student. Writing a cover letter for Erasmus, PhD Programs.

Part 2. Marketing, consumers and technology

Topic 2.1 Marketing and consumers. Evaluating academic texts: a book review.

Topic 2.2 Conclusions and recommendations.

Topic 2.3 Writing up research: the Methods section.

Part 3. Law and Science

Topic 3.1 Criminology. Understanding plagiarism.

Topic 3.2 Dealing with questions in presentations. Organising information in texts.

Topic 3.3 Data commentary. Writing up research: the Results section

Part 4. Interpersonal communication and relationships

Topic 4.1. Relationships. Understanding figures.

Topic 4.2 Relationship with your supervisor. Formality in arranging meetings.

Topic 4.3 A critique. Writing a peer review and a reply to the reviewers' report.

Topic 4.4 Writing up research: the Discussion section

Part 5. The importance of science communication

Topic 5.1 Communicating science. Following the argument in a long article.

Topic 5.2 Working with your supervisor: ending a meeting. Writing up research: the Abstract

Topic 5.3 Editing your work. Communicating with the editor.

Part 6. Academic posters

Topic 6.1 Poster session (presentation of the research/article)

4. Coursebooks and teaching resources

Basic:

1. Ilchenko, O.M. (2016). *Anhliiska dlia naukovtsiv. The language of science.* [English for scientists. The language of science] (4[th]ed.). Kyiv, Ukraine: Edelveis.

2. Hewings, M., & Thaine, C. (2012). *Cambridge Academic English: an Integrated Skills Course for EAP (Advanced /C1)*. Cambridge, England: CambridgeUniversityPress.

3. Saienko, N., Lavrysh, Yu., Stavytska, I. (2020). *Multymediynyy navchal'nyy kurs "Akademichne anhlomovne pys'mo dlya aspirantiv"* [Multimedia learning course "Academic English Writing for PhD Candidates"]. Kyiv, Igor Sikorsky KPI. https://do.ipo.kpi.ua/course/view.php?id=289.

4. Wallwork, A. (2013). *English for Research: Usage, Style, and Grammar*. Springer US.

5. Wallwork, A. (2013). *English for Academic Research: Grammar Exercises*. Springer US.

6. Wallwork, A. (2011). *English for Writing Research Papers*. Springer US.

7. Wallwork, A. (2013). *English for Academic Research: Writing Exercises*. Springer US.

8. Paterson, K. (2013). *Oxford Grammar for EAP:* English Grammar and Practice for Academic Purposes. Oxford, England: OXFORD University Press.

Supplementary:

1. Chazal, E., & Moore, J. (2013). *Oxford EAP: a Course in English for Academic Purposes (Advanced /C1)*. Oxford, England: OXFORD UniversityPress.

2. Cottrell, S. (2011). *Critical Thinking Skills: Developing Effective Analysis and Argument.* Palgrave Macmillan.

3. Davis, M. (2004). *Scientific Papers and Presentations* (2nd ed.). San Diego, USA: AcademicPress.

4. Ilchenko, O. (2016). *International Communication: Science, Technology, Education, Journalism (English-Ukrainian-RussianDictionary)* (2nd ed.). Kyiv, Ukraine: Edelveis.

5. Ilchenko, O., & Myroniuk, T. (2018). *Reading, Vocabulary, Grammar and Listening Comprehension Tests (for PhD Candidates).* Kyiv, Ukraine: TSNDVIM NANU.

6. Rubtsova, M. (2006). *Chtenie i perevod angliyskoy nauchnoy i tehnicheskoy literatury: leksiko-gramaticheskiy spravochnik [Reading and translation of English scientific and technical literature: lexical and grammatical reference book].* Moscow, Russia: Astrel.

7. Swales, J., & Feak, C. (2012). *Academic Writing for Graduate Students*: *Essential Skills and Tasks* (3rd ed.). Michigan, USA:Michigan ELT.

8. Wallwork, A. (2016). *English for Academic Correspondence* (2nd ed.). Springer US.

9. Wallwork, A. (2016). *English for Interacting on Campus* (2nd ed.). Springer US.

10. Wallwork, A. (2010). *English for Presentations at International Conferences*. Springer-Verlag NewYork .

Online resources (EC 1):

http://www.phrasebank.manchester.ac.uk/
https://library.aut.ac.nz/doing-assignments/literature-reviews
https://www.slideshare.net/engCETL/writing-a-literature-review-handout
https://www.slideshare.net/phdassistance/sample-work-for-engineering-literature-review-and-gap-identification

Online resources (EC 2):

https://www.academic-englishuk.com/academic-style
https://wordvice.com/video-which-verb-tenses-should-i-use-in-a-research-paper/
https://www.futurelearn.com/courses/research-construction-management/0/steps/75090
http://motivationalletter.com/motivation-letter-for-erasmus/
http://www.phrasebank.manchester.ac.uk/

Course Overview

5. Methodology

The general methodological approach to teaching the course is defined as communicative-cognitive and professionally focused, where the center of the educational process is a PhD student –both the subject of study and the future scientist.

The methodology of teaching a foreign language for scientists combines the provisions of communicative methodology aimed at the formation of foreign languagecommunicative competence, in which communication in academic environment is both the ultimate goal of language learning and the means to achieve it. Work in practical classes is aimed at acquiring knowledge, developing and improving communication skills and abilities in a foreign language scientific communication (both oral and written).

Practical Classes

EC 1 "Foreign Language for Scientific Research" (autumn/fall semester)

The educational component consists of 20 practical classes. The first introductory class is not assessed, classes 2-15 give 5 points each, in the 16-17th classes 10 points are given for a literature review and 5 points – for the presentation, in the 18th class the Ultimate test (10 points) is done, and class 19 is not assessed because pf the preparation for the Fail/Pass Final Test, which is carried out in class 20.

Practical class 1. Academic Orientation. Finding information about research projects

Explaining the course outline and principles of assessment; Reading and speaking about the skills important in higher education, listening about the research proposal, pp. 10-13 [2].

Self-study: Skimming reading for research: "The semantic environment of science", pp.1-9 [s:3]; Grammar for research: Nouns, pp.1-10 [4] (theory), pp.1-4 [5] (ex-s).

Practical class 2. Advertising and critical thinking. Note-taking

Speaking on the semantic environment of science, pp.1-9 [3]; Reading critically about the social value of brands and taking notes, pp.13-17 [2]; Compound nouns, nominalisation, pp.17-18 [2]; Grammar for research: Nouns, pp.1-10 [4] (theory), pp.1-4 [5] (ex-s).

Self-study: Grammar for research: prepositions in -ing clauses and after passive verbs, pp.24-25 [2]; Skimming reading for research: "Before you begin", pp.11-18 [s:3].

Practical class 3. Pros and cons of group work

Listening and discussing pros and cons of the group work, pp.19-20 [2]; Grammar for research: prepositions in -ing clauses and after passive verbs, pp.24-25 [2]

Self-study: Vocabulary: affect vs. effect, p.25 [2]; Grammar for research: Genitive, pp.11-17 [4] (theory), pp.5-8 [5] (ex-s).

Practical class 4. Ethics and advertising. Writing a summary

Reading about the ethics in advertising, writing a summary and analysing the summarising strategies, pp.20-22 [2]; Vocabulary: *affect* vs. *effect*, p.25 [2].

Self-study: In-text referencing conventions [3], p.23 [2]; Grammar for research: Article, pp.19-24 [4] (theory), pp.9-11 [5] (ex-s).

Practical class 5. Innovation and invention. Hedging

Reading and speaking about innovations, pp.26-28 [2]; words families, pp.29-30 [2]; Grammar for research: Hedging, pp.124-129 [8]; Article, pp.19-24 [4] (theory), pp.9-11 [5] (ex-s).

Self-study: Writing the summary of the text "Organizing and writing a rough draft", pp.21-29 [s:3]; Grammar for research: Hedging: pp.147-149 [6].

Practical class 6. Asking for and giving clarification in group work

Listening and speaking about innovations, pp.31-32 [2]; Speaking on organising and writing a rough draft, pp.21-29 [s:3]; Hedging: pp.147-149 [6].

Self-study: Vocabulary and Grammar for research: complex conjunctions, gender-neutral language, Adjective compounds, pp.36-37 [2].

Practical class 7. Recent invention and its impacts. Writing summaries from multiple sources

Reading about the impacts of the inventions on social life and writing the summary from multiple sources, pp.33-34 [2]; Analysing the reference list, pp.34-35 [2].

Self-study: Skimming reading for research: "Abstract", pp.179-181, 184-193 [6]; Vocabulary and Grammar for research: Quantifiers, pp.35-41 [4] (theory), pp.19-23 [5] (ex-s); Toning down the strength of affirmation: pp.166-169 [7].

Practical class 8. Unit 3. Facing challenges. Following the writer's argument

Reading and speaking on current challenges facing global community, abstract analysing, pp.42-44 [2]; Speaking on style of abstracts, pp.184-193 [6]; pp.38-41 [1]; Differentiating between abstracts and conclusions, pp.182-183 [7].

Self-study: Writing an abstract [3], p.176 [7]; Vocabulary and Grammar for research: Adjective compounds in context, p.45 [2], Complex prepositions, Items in lists, pp.52-53 [2].

Practical class 9. Working with colleagues: problem solving. Developing an argument in an essay

Listening to the scenario and discussing the problems in groups, pp.46-47 [2]; Watching [9] and reading about an argumentative essay, discussion, pp.48-51 [2].

Self-study: Style in academic writing, p.51 [2]; Grammar for research: being, p.53 [2]; Skimming reading for research: "Searching and reviewing scientific literature", pp.35-49 [s:3].

Practical class 10. IT in education and business

Speaking on principles of literature search and a literature review [3], pp.35-49 [s:3]; Reading and discussing the article on the use of laptops in higher education, pp.54-57 [2]; Style in ac. writing, p.51 [2].

Self-study: Reading in detail and reasons for referencing, pp.58-59 [2]; Grammar for research: Subject-verb agreement, pp.64-65 [2].

Practical class 11. Using evidence. Research proposal

Discussing the use of evidence in academic writing, p.60 [2]; finding information about writing a research proposal, p.62 [2]; Grammar for research: Subject-verb agreement, pp.64-65 [2].

Self-study: Writing an essay: Task 8.3, p.60-61 [2]; Skimming reading for research: "Presenting data", pp.115-123 [s:3].

Practical class 12. Presenting professionally

Speaking on presenting data, pp. 115-123 [s:3]; Listening about presentations, Tasks 10, 11, p.63 [2]; Presentation practice, Task 12, p.63 [2].

Self-study: Grammar for research: Tense choice, Prefixes, p.65 [2], pp.6-15 [8].

Practical class 13. Culture, science and society. Evaluating websites

Reading and speaking about the impact of culture on the development, pp.70-73 [2]; evaluating websites, pp.73-74 [2]; Revising comparative constructions: pp.89-92[1], 16-24 [8].

Self-study: Reading for research and writing a summary: "Ethical and legal issues", pp.125-137 [s:3]; Grammar for research: Comparison, pp.105,107 [5], 25-26 [8].

Practical class 14. Giving opinions in presentations
Listening to the presentation on the positive impacts of globalisation on culture, giving a brief presentation on the negative impacts pp.74-75 [2]; Watching about a comparison essay [9]; Grammar for research: Comparison, pp.105, 107 [5], 25-26 [8]; Discussion on ethical issues, pp.125-137 [s:3].

Self-study: Using primary and secondary sources, pp.76-77 [2]; Writing a comparison essay; Paraphrasing: pp.121, 123 [7]; Reading for research: "Scientific presentations", pp.139-149 [s:3].

Practical class 15. Writing introductions
Identifying and discussing the elements of a thesis introduction, pp.78-79 [2], [3]; Grammar for research: Paraphrasing: pp.121, 123 [7]; Tenses in Introduction: p.127, p.129 [5]; Speaking on giving presentations, pp.139-149 [s:3].

Self-study: Vocabulary and Grammar for research: Complex noun phrases, Compound adjectives, Language-announcing goals in introductions, pp.80-81 [2]; Paraphrasing: pp.131-134 [7]; Reading for research: "Visual aids to communication", pp.163-173 [s:3].

Practical class 16. Literature review. Paraphrase and quotation
Choosing between a paraphrase and quotation, pp.88-89 [2], 149-150 [8]; Paraphrasing: pp.131-134 [7]; Reading and speaking about the sections of a literature review [3], pp.89-91 [2]; Watching the extract from the lecture on Literature review [9]; Speaking on visual aids, pp.163-173 [s:3].

Self-study: Preparation of a literature review and presentation (Justification, pp.59-60, Sample literature review, pp.261-266 [s:3], p.276-280 [1]); Skimming reading for research: "Oral presentations", pp.175-187 [s:3].

Practical class 17. Presentation of a literature review
Presentation of literature reviews. Discussions in groups: asking, replying, asking for repetition, etc.

Practical class 18
Ultimate test.

Practical class 19
Work on mistakes. Revision

Practical class 20
The Fail/Pass Final Test

EC 2 "Foreign Language for Communication in Science" (spring semester)
The educational component consists of 18 practical classes. Classes 1-15 give 5 points each, in the 16th class PhD students present the poster (5 points) on the topic of the written scientific article (10 points), and in the 17th class they do the 10-point Module Test. The 18th class devoted to the preparation for the exam is not assessed. To get a maximum 50-point score (because PhD students can get another 50 points in exam), we enter a factor of 0.5.

Practical class 1. Ways of studying in higher education
Explaining the course outline and principles of assessment; Reading and speaking about students' time use, listening about the research proposal, pp.82-86 [2]; Interacting on Campus: Asking for help and giving help, pp.185-186 [s:8].

Self-study: Grammar for research: complex noun phrases, as-clauses, p.92-93 [2]; Europass documents (Writing a CV).

Practical class 2. Being an international student. Writing cover letter for Erasmus, PhD Program
Discussing Europass documents and current Erasmus programs (http://mobilnist.kpi.ua/);Interacting on Campus: Asking about courses, associations, p.186 [s:8]; Writing cover letters for Erasmus, PhD Programs: pp.87-108 [s:9]; Discussing the structure of a reference letter: pp.110-114 [s:9].

Self-study: Writing your own reference letter and cover letter for Erasmus program.

Practical class 3. Marketing and consumers. Evaluating academic texts: a book review
Reading a book review and speaking on marketing, pp.98-102 [2]; Interacting on Campus: Correcting the mistakes in the dialogues, pp.198-199 [s:8].

Self-study: Grammar for research: Adverbs of manner, p.96 [5]; Skimming reading for research: "Publishing in scientific journals", pp.85-92 [s:3].

Practical class 4. Conclusions and recommendations

Listening to the presentation and making conclusions and recommendations from the findings, pp. 102-103 [2]; Speaking on publishing in scientific journals: pp.85-92 [*s:*3], articles from scientific journals; Grammar for research: irregular plural nouns, it-clauses, pp.108-109 [2].

Self-study: Vocabulary for research: derivatives and problem words, p.109 [2]; Grammar for research: Modal verbs-1, pp.85-88 [4], pp.148-153 [1] (theory), pp.75-81 [5] (ex-s).

Practical class 5. Writing up research: the Methods section

Organising information in sentences, pp.103-105 [2]; The Methods section in the article and thesis: analysis and completing [3], pp.105-107 [2]; Grammar for research: Noun + passive word combinations in Methods, p.108 [2]; Modal verbs-1, pp.85-88 [4], pp.148-153 [1] (theory), pp.75-81 [5] (ex-s).

Self-study: Grammar for research: Modal verbs-2, pp.89-93 [4], pp.137-141 [1] (theory), pp.82-86 [5] (ex-s); pp.106-107 [8].

Practical class 6. Criminology. Understanding plagiarism

Reading and speaking about handwriting, its analysis pp.110-113 [2]; Understanding plagiarism, pp.113-115 [2]; Grammar for research: Modal verbs-2, pp.89-93 [4], pp.137-141 [1] (theory), pp.82-86 [5] (ex-s); pp.106-107 [8].

Self-study: Starting work of PhD students on their articles; Grammar for research: Infinitives, -ing forms, pp.74-83 [4] (theory), pp.69-74 [5] (ex-s), pp.122-123 [8].

Practical class 7. Dealing with questions in presentations. Organising information in texts

Listening to the presentations and dealing with questions, pp.115-116 [2]; Interacting on Campus: Dealing with interruptions in seminars, p.190 [*s:*8]; Grammar for research: Infinitives, -ing forms, pp.74-83 [4] (theory), pp.69-74 [5] (ex-s), pp.122-123 [8].

Self-study: Vocabulary and Grammar for research: verbs for classifications, problem-solution phrases, as-clauses, pp.120-121 [2].

Practical class 8. Data commentary. Writing up research: the Results section

Organising information in texts, pp.116-117 [2]; Listening and speaking on results in charts, p.87 [2]; Writing the Results section [3], a data commentary, pp.117-119 [2]; Commenting charts: pp.76-77 [1].

Self-study: Writing a data commentary: Task 10, p.119 [2]; Reading brief notes on writing a research proposal and a research statement, pp.115-122 [s:9].

Practical class 9. Relationships. Understanding figures

Reading to understand the writer's opinion, pp.126-128 [2]; Understanding figures and discussing them, p.129-130 [2]; Speaking about research proposals and research statements, pp.115-122 [*s:*9].

Self-study: The language for arguing and persuading, pp.98-99 [8].

Practical class 10. Relationship with your supervisor. Formality in arranging meetings

Listening and speaking about the relationship with the supervisor, pp.131-132 [2]; Interacting on Campus: Talking to your professor, p.186-188 [s:*8]; making up dialogues appropriate in an academic context (pair work); The language for arguing and persuading, pp.98-99 [8].

Self-study: Vocabulary and Grammar for research: evaluative language in critique, hedges, problem words, pp.136-137 [2].

Practical class 11. A critique. Writing a peer review and a reply to the reviewers' report

Writing a critique, pp.132-134 [2]; Speaking about a peer review, pp.137-156 [s:*9]; Writing a reply to the reviewers' reports, 157-170 [*s:*9]; Interacting on Campus: Socializing, p.191-193 [s:*8].

Self-study: Grammar for research: Conditionals, pp.59-63 [4] (theory), pp.55-64 [5] (ex-s), pp.158-159 [8].

Practical class 12. Writing up research: the Discussion section

Analysing for writing up research: the Discussion section [3], pp.134-135 [2]; comparing results in Discussion sections, p.137 [2]; Grammar for research: Conditionals, pp.59-63 [4] (theory), pp.55-64 [5] (ex-s), pp.158-159 [8].

Self-study: Reading and summarising for research: "Sample review of manuscript submitted for publication", pp.285-288 [s:3]; Practice in paraphrasing, pp.150-151 [8].

Practical class 13. Communicating science. Following the argument in a long article

Reading and speaking about public understanding of science, pp.138-143 [2]; Discussion: "Sample review of manuscript submitted for publication", pp.285-288 [*s:*3]; Practice in paraphrasing, pp.150-151 [8].

Self-study: Final work of PhD students on their articles; Vocabulary and Grammar for research: punctuation, conditional expressions, pp.148-149 [2].

Practical class 14. Working with your supervisor: ending a meeting. Writing up research: the Abstract

Listening and dramatizing dialogues with supervisors, pp.143-144 [2]; Writing an abstract: [3]; pp.145-147 [2], video watching and discussing; Writing an informative abstract in English for an article written in the native language.

Self-study: Reading for research and writing an informative abstract: "Poster presentations", pp.191-204 [s:3]; Writing to an editor, p.171-180 [s:9].

Practical class 15. Editing your work. Communicating with the editor.

Editing your work, p.145 [2]; Writing to an editor, p.171-180 [7] Discussion on designing and presenting posters: pp.191-204 [s:3]; Interacting on Campus: Travelling for conferences and telephoning, p.194-196 [6].

Self-study: Designing the poster and preparing the oral presentation of the research/article written by the PhD student (Sample text for Poster, pp.329-333 [s:3]).

Practical class 16. Poster session (presentation of the research/article)

Poster session. Analysing poster presentations (peer-work).

Practical class 17. Ultimate test

The Module Test.

Practical class 18

Revision. Exam preparation.

6. Self-study

Self-study is essential for PhD students in order to get most out of learning experience outside the classroom and comprises:

EC1 "Foreign Language for Scientific Research" (autumn/fall semester)

- searching and analysing original foreign professionally oriented literature in order to obtain certain information on the speciality;
- preparing for the classes and doing individual assignments of different levels of complexity;
- performing individual tasks, completing the online courses on the Sikorsky platform (Moodle, Google Classroom);
- creating a presentation on the research topic based on the performed analytical literature review;
- preparing for the ultimate test and final testing.

EC 2 "Foreign Language for Communication in Science (spring semester)

- searching and analysing original foreign professionally oriented literature in order to obtain certain information on the speciality;
- preparing for the classes and doing individual assignments of different levels of complexity;
- performing individual tasks, completing the online courses on the Sikorsky platform (Moodle, Google Classroom);
- writing a scientific article on the research topic;
- creating a poster based on the written scientific article;
- preparing for the module test and exam.

Attendance Policy and Assessment

7. Attendance policy

The educational component "Foreign language for scientific research" is exclusively practical in nature, so the successful completion of the course involves attending practical classesand completing the corresponding tasks. All works and activities are aimed at the students' compliance with the assessment rating requirements. A significant part of a student rating is formed through active participation in activities in practical classes. Therefore, skipping a practical class does not allow a student to get points in the semester rating. General assessment takes place according to a scheme of the agreed rating system. Expected learning outcomes, control measures and deadlines are announced to students in the first practical class.

EC 1: The preparation of an analytical literature review and a presentation on the topic of research is a prerequisite for admission to the final testing. Taking part at conferences and writing a conference abstract will bring rewarding points to the performance score of a PhD student.

EC 2: The preparation of a scientific article on the topic of research is a prerequisite for admission to the examination. Taking part at conferences and writing a conference abstract will bring rewarding points to the performance score of a PhD student.

The policy and principles of academic integrity are defined in section 3 of the Code of Honour of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" (https://kpi.ua/code).

The norms of ethical behaviour of 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" (https://kpi.ua/code).

8. Monitoring and grading policy

EC1 "Foreign Language for Scientific Research" (autumn/fall semester)

In the first practical class of the course students get acquainted with the rating system, which is based on the university regulations on the academic performance and grading system, as stated in https://document.kpi.ua/files/2020_1-273.pdf

The continuous assessment of postgraduate student performance during the course suggests that the 100-point score comprises getting maximum 5 points for classroom work in each of 15 practical classes, 10 points for writing a literature review on the topic of research, doing the 5-point Presentation, and 10-point Ultimate Test.

Classroom work includes fulfilling home assignments, studying the coursebook materials, and discussions in groups.

Performing an analytical literature review on the topic of research. The purpose of preparing an analytical review is to highlight a holistic picture of the problem with mandatory identification of difficulties and issues in the field of study as well as to propose ideas to solve them.

The main criteria for evaluating the analytical literature review are:

1. Structure (relevance to the topic, problem statement, findings of previous research, main conclusions, the presence of contradictions in the scientific literature, ideas to solve this problem. Length – 5-6 pages, font 14, Times New Roman).

2. Depth and completeness of the topic, the presence of critical assessment and own judgements (originality of work – not less than 75%).

3. The number of foreign sources used (minimum 8), citations, bibliography.

4. Linguistic and stylistic correspondence (vocabulary, use of grammatical structures, etc.)

Execution from 95% to 100% of requirements – 10-9.5 points (excellent)

85% - 94% – 9-8.5 points (very good)
75% - 84% - 8-7.5 points (good)
60% - 74% – 7-6 points (satisfactory)
below 60% – unsatisfactory.

Presentation of an analytical literature review on the research topic.

The main evaluation criteria are:

1. Relevance to the topic, depth and completeness of its disclosure.
2. Coherence and logic of expression.
3. Linguistic and stylistic correspondence and correctness (vocabulary, use of grammatical structures, etc.)
4. The quality of presentation (in Power Point or another program).
5. Communication with audience.

Execution from 95 % to 100% of requirements – 10-9.5 points (excellent)
85% - 94% – 9-8.5 points (very good)
75% - 84% - 8-7.5 points (good)
60% - 74% – 7-6 points (satisfactory)
below 60% – unsatisfactory.

The Ultimate Test consists of 6 tasks:

1. Listening (5 questions). The maximum number of points – 10, each question – 2 points.
2. Reading comprehension (10 questions). The maximum number of points – 30, each question – 3 points.
3. English in Use (10 sentences). The maximum number of points – 20, each question – 2 points.
4. Translation (10 sentences). The maximum number of points – 10.
5. Writing. The maximum number of points – 15.
6. Speaking. The maximum number of points – 15.

To simplify the calculation, we enter a factor of 0.1. Thus, the maximum number of points for the ultimate test is 100 points*0.1 = 10 points.

Rating scale:

10-9.5 points (excellent),

9-8.5 points (very good),
8-7.5 points (good),
7-6 points (satisfactory).
below 6 points (unsatisfactory).

The Fail/Pass Final Test consists of:
- Task № 1 (Listening Comprehention). The maximum number of points – 10, each question – 2 points.
- Task № 2, № 3 (Reading Comprehension). The maximum number of points – 30, each question – 3 points.
- Task № 4 (English in Use). The maximum number of points – 20, each question – 2 points.
- Task № 5 (Translation Practice) (translation of the text in the field of study of a PhD student, 2000 characters). The maximum number of points – 10.
- International PhD students write an essay (180-220 words).
- Task № 6 (Writing). The maximum number of points – 15.
- Task № 7 (Speaking). The maximum number of points – 15 (the presentation of the literature review at the rate of 5*3 is credited).

Rating scale:
10-9.5 points (excellent),
9-8.5 points (very good),
8-7.5 points (good),
7-6 points (satisfactory).
Less than 6 points (unsatisfactory).

In the final practical class of the course, PhD students will add their rewarding points, if there are any, to the performance score, and in case it is in total higher than 60 points, they may either get their Pass or take the Fail/ Pass Final Test to improve their grade. If the grade for the Fail/Pass Final Test is higher than the rating, the PhD student receives the grade based on the results of this Test. If the grade for the Test is lower, the previous rating is cancelled and the PhD student receives a grade based on the results of the Test.

PhD students whose final performance score is 30-60 points have to take the Fail/ Pass Final Test in order to complete the course.

PhD students whose score is below 30 did not meet the requirements of the course and are not allowed to take the Fail/ Pass Final Test.

The final performance score or the results of the Fail/ Pass Final Test are adopted by university grading system as follows:

Score	Grade description
95…100	Excellent
85…94	Very good
75…84	Good
65…74	Satisfactory
60…64	Sufficient
below 60	Fail
The course requirements are not met	Not Graded

EC 2 "Foreign Language for Communication in Science (spring semester)

In the first practical class of the course students get acquainted with the rating system, which is based on the university regulations on the academic performance and grading system, as stated in https://document.kpi.ua/files/2020_1-273.pdf

The rating of a PhD student rating in the educational component is formed as the sum of the points of the current academic success - the starting rating (maximum 50 points) and examination points (maximum 50 points).

The starting rating suggests that the 50-point score comprises getting maximum 5 points for classroom work in each of 15 practical classes, in the 16th class PhD students present the poster (5 points) on the topic of the written scientific article (10 points), and in the 17th class they do the 10-point Module Test. The 18th class devoted to the preparation for the exam is not assessed. To get maximum a 50-point score (because PhD students can get another 50 points in exam), we enter a factor of 0.5.

Classroom work includes fulfilling home assignments, studying the coursebook materials, and discussions in groups.

Writing a scientific article on the topic of research. The purpose of writing a scientific article in a foreign language within the course is to learn how to write a modern research paper while meeting all the requirements for its future publication in a respected international scientific journal.

The main criteria for evaluating a scientific article are:

1. Structure and content (according to the format of a selected type of scientific articles). Originality of work - not less than 85%.

2. Design (according to the requirements of a selected journal, including annotations and bibliography).

3. Linguistic and stylistic correspondence (the usage of terms, grammatical structures, appropriate style).

To simplify the calculation, we enter a factor of 0.1.

Execution from 95% to 100% of requirements – 10-9.5 points (excellent)*0.5

85% - 94% – 9-8.5 points (very good) *0.5

75% - 84% - 8-7.5 points (good) *0.5

60% - 74% – 7-6 points (satisfactory) *0.5

below 60% – unsatisfactory.

Writing a scientific article on a research topic is a prerequisite for admission to the exam.

Poster presentation (poster report).

The main evaluation criteria:

1. Relevance to the topic, depth and completeness of its disclosure (the structure of the report should summarize the purpose and objectives of the study, materials and methods of implementation, results and conclusions; duration - 3-5 minutes).

2. Coherence and logic of expression.

3. Linguistic and stylistic correspondence and correctness (vocabulary, use of grammatical structures).

4. The quality of poster (logical arrangement, clear images, attractive design).

5. Communication with the audience.

Execution from 90 % to 100% of requirements – 5 points (excellent)*0.5

75% - 90% – 4 points (good) *0.5

60% - 75% – 3 points (satisfactory) *0.5

below 60% – unsatisfactory.

The Module Test consists of 6 tasks:

1. Listening (5 questions). The maximum number of points – 10*0.5, each question – 2 points*0.5.

2. Reading comprehension (10 questions). The maximum number of points – 30*0.5, each question – 3*0.5 points.

3. English in Use (5 sentences). The maximum number of points – 10*0.5, each question – 2*0.5 points.

4. Translation (10 sentences). The maximum number of points – 20*0.5.

5. Writing an academic text. The maximum number of points – 15*0.5.

6. Speaking (the poster report at the rate of 5*3 is credited). The maximum number of points – 15*0.5.

To simplify the calculation, we enter a factor of 0.1. Thus, the maximum number of points for the Module Test is 100*0.1*0.5 = 5 points.

Rating scale:

10-9.5 points (excellent) *0.5,

9-8.5 points (very good) *0.5,

8-7.5 points (good) *0.5,

7-6 points (satisfactory) *0.5.

Less than 6 points (unsatisfactory).

Resitting the Module Test is not allowed.

In the final practical class of the course, PhD students will add their rewarding points. The condition for admission to the exam is a rating of at least 50%, i.e. 25 points.

The Exam (maximum – 50 points) consists of:

● Task № 1 (Listening Comprehension): 10 minutes. The maximum number of points – 10*0.5, each question – 2*0.5 points.

● Tasks № 2, № 3 (Reading Comprehension (2200-2500 characters): № 2 – true/false; № 3 – multiple choice): 15 minutes. The maximum number of points – 30*0.5, each question – 3*0.5 points.

● Task № 4 (English in Use: Key Word Transformation): 10 minutes. The maximum number of points – 10*0.5, each question – 2*0.5 points.

● Task № 5 (Translation Practice: translation of the text (2000 characters) from the field of study of a postgraduate): 45 minutes. The maximum number of points – 10*0.5. International PhD students write an essay (180-220 words).

● Task № 6 (Writing an informative abstract to the article in the field of study (200-250 words): 45 minutes. The maximum number of points – 15*0.5.

● Task № 7 (Speaking: speaking on the graphs/charts): 8-10 minutes, 3-4 minutes of which – monologues, then answering the examiner's questions. The maximum number of points – 15*0.5.

The maximum number of possible points for the exam: 100*0.5=50.

The sum of the starting points and the points for exam will give you the final grade:

Starting points + Points for exam	Grade
95…100	Excellent
85…94	Very good
75…84	Good
65…74	Satisfactory
60…64	Sufficient
below 60	Fail
The course requirements are not met	Not Graded

9. Additional information on the course (educational component)

According to the"Procedure for training of Doctors of Philosophy and Doctors of Science in higher educational institutions"https://zakon.rada.gov.ua/laws/show/261-2016-%D0%BF#Text, a PhDstudent who has confirmed the knowledge of a foreign language, in particular English with a valid TOEFL certificate, orInternational English Language Testing System (IELTS), or Cambridge English Language Assessment (CAE, CPE) certificate at the level of C1-C2 of the European Recommendations on Language Education has a right for:

- crediting these results as an assessment of the relevant educational component;

- using the amount of study hours provided for the acquisition of language competencies, to acquire other competencies (in agreement with the supervisor).

The procedure for validation of non-formal learning outcomes is regulated by https://document.kpi.ua/2020_7-177

Syllabus of the course

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adopted by
Department of English for Engineering№ 1 (Minutes № 1 dated August 28, 2020)
Department of English for Engineering№ 2 (Minutes № 1 dated August 28, 2020)
Department of English for Humanities № 3 (Minutes № 1 dated August 28, 2020)

approved by the University Methodical Council (Minutes № 1 dated September 3,2020)