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Ministry of Science and Higher Education of the Republic of Kazakhstan

D.Serikbayev EKTU


APPROVED:
 Dean of SDT&IS:
 Khasenova Z.T.
 _____ 2024 y.

ACADEMIC WRITING

Syllabus

Programme of Study: 8D07101 Automation and Control Engineering , 8D07106 Automation and Control Engineering
 Course code: AP7201
 Number of credits: 5
 Cycle: BD
 Component: UC

Ust-Kamenogorsk, 2024

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The syllabus was developed at «SDT&IS» on the basis of the State General Educational Standard for Higher Education approved by the Minister for Education and Science of the Republic of Kazakhstan (Order No. 604 dated 10.31.2018), Rules for organizing educational process based on academic credit system approved by the Minister for Education and Science of the Republic of Kazakhstan (Order No. 563 dated 12.10.2018), Education Program, Work Curriculum, and the Catalog of Elective Courses.

Approved by the Quality Assurance Commission

Chairperson

Erulanova A.E.

Date 02.09.2024 y. minutes №1

Head of the educational program


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1 COURSE DESCRIPTION. ITS PLACE IN THE ACADEMIC PROCESS

1.1 Course Overview

The discipline contributes to the further development of undergraduates' skills to express and substantiate their thoughts through a sufficiently convincing scientific text (articles, dissertations, reviews, monographs, annotations) when carrying out their own research projects and programs in their field of activity and to provide the results in written form in accordance with the legal norms of the Republic of Kazakhstan and the international academic community in Kazakh, Russian, and English.

1.2 Goals and Objectives of the Course

Goals of the course: formation of basic ideas and knowledge about the structure and genres of academic papers, development of academic writing skills with a focus on the specialty of automation and control, acquisition of the ability to read, highlight and summarize the main points in scientific and technical literature and present the results of one's own research in writing in scientific articles, research proposals, annotations, reviews, monographs and in PhD dissertations using modern computer technologies and in accordance with the legal norms of the Republic of Kazakhstan and the international academic community.

Objectives of the course:

- gain knowledge about the structure and genres of academic papers, legal norms and ethical requirements for scientific research and their reflection in written scientific documents of the Republic of Kazakhstan and the international academic community;
- develop academic writing skills with a focus on the specialty of automation and control, including writing articles (including reviews, research and conference papers), annotations, research proposals, reviews, PhD dissertations, etc.;
- acquire the skills and abilities to analyze and review scientific and technical literature in the specialty "Automation and Control" and write a presentation of the results of their own research using modern computer and information and communication technologies;

The course focuses on the role of critical thinking, understanding and presenting the ideas of what has been read and written, that is, not only on the style and manner of academic writing, but on the essence of a scientific paper, to a certain extent helping to improve both aspects: the style and content of academic writing of a doctoral student.

The knowledge provided by the Academic Writing program is not only basic, but also key knowledge for independent presentation of research results in the field of automation and control.

1.3 Sustainable Development Goals

Sustainable development (SD) is the development of the economy, society and technology, which improves the quality of human life and minimizes the negative impact on the environment. The concept of SD includes three main aspects: ecological, social and economic. Integration of SD principles into the curriculum of this course includes:

- 1) Consideration of issues of ethics of scientific research, collection of initial data and presentation of results.
- 2) Issues of environmental friendliness of the research project (results, methods of PhD dissertation).

3) Issues of economic benefits from the implementation of the results of scientific research and the social effect of the project (PhD dissertation).

4) Personnel training - development of skills and abilities of scientific research and presentation of its results in the interests of the transition to sustainable development.

1.4 Learning Outcomes

Learning outcomes are determined based on Dublin Descriptors for the appropriate educational level and are expressed through competencies.

Core competencies to be formed	Learning outcomes (units of core competencies)	
	Programme of study	Course
KK2 - Communicative ability to work effectively individually and as a team member, demonstrating leadership skills.(8D07101)	PO2 - Be able to communicate with the broad scientific community, as well as in new or unfamiliar situations in the contexts and within the broader areas related to the field of automation and control (8D07101)	Ability to express and substantiate one's thoughts through a sufficiently convincing scientific text (articles, dissertations, reviews, monographs, annotations) when carrying out one's own research projects and programs in the field of one's activity and to present the results in written form in accordance with the legal norms of the Republic of Kazakhstan and the international academic community in Kazakh, Russian and English

1.5 Educational Technologies Used in the Course

1.5.1 Modern Educational Technologies

The following educational technologies are used during the training:

Traditional (face-to-face) teaching

The traditional form of education provides:

- the systematic nature of training;
- orderly, logically correct presentation of educational material;
- organizational clarity;
- constant emotional impact of the teacher's personality;
- optimal resource consumption for mass training.


Distance (online) learning

Distance learning provides:

- the systematic nature of training;
- orderly, logically correct presentation of educational material;
- organizational clarity;
- feedback from student and teacher;
- optimal resource consumption for mass training

Forms of organizing distance learning:

1. Lectures (video lectures, multimedia lectures, visualization lectures) using such basic programs as Open EdX, BBB and ZOOM;
2. Practical exercises (practical exercises on solving problems, laboratory work) are also carried out using the Open EdX, BBB and ZOOM platforms, as well as using the distance learning system (DLS);
3. Seminars (network seminars in distributed time mode, web - seminars, expert - seminars);

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4. Consultations with a teacher (in real time and in distributed time mode);
5. Summative control (midterm and final control, quizzes, writing assignments, test control, self-control, mutual control).
6. Research work of students (educational and scientific projects, creative projects, participation in distance competitions, conferences)

Blended learning

For this course, it is possible to use one of the following blended learning models, which provides a combination of the above features and advantages of traditional and distance learning:

1. Model "Face to face Driver". A significant part of the curriculum is studied in the classroom with direct interaction with the teacher. E-learning is used as an addition to the main program; most often, work with electronic resources is organized using computers during a training session.
2. Model "Rotation". Study time is allocated between one-to-one e-learning and classroom training with a teacher. The classroom educator also provides distance support for e-learning.
3. Model "Flex". Most of the curriculum is learned in an e-learning environment. The teacher accompanies each student remotely, to work out topics that are difficult to understand, he organizes face-to-face consultations with small groups or individually.
4. Model "Online Lab". The curriculum is mastered in terms of e-learning, which is organized within the walls of an educational institution, as a rule, in classrooms equipped with computer equipment. Online training is accompanied by teachers. Students, in addition to online courses, can be trained in a traditional form.
6. Model "Online Driver". Most of the curriculum is mastered using electronic resources of the information and educational environment. Face-to-face meetings with a teacher are periodic. The procedures of face-to-face consultations, interviews, examinations are mandatory.

1.5.2 Adaptive Learning Technologies (Inclusive Education)

The following Learner-adaptive educational technologies can be used in education for persons with special needs:

- Providing electronic tutorials, links to Internet resources with materials
- DISTANCE LEARNING SYSTEM Ability to submit work through the portal

1.6 Prerequisites

- Foreign language (professional)

1.7 Postrequisites

The knowledge, skills and abilities acquired during this course will be necessary for successful writing of scientific articles on the research topic and PhD dissertation.

1.8 Course Workload

Types of classes	hours
Lectures	15
Practical classes	30
SAWTG (Student Autonomous Work under Teacher Guidance)	75

Types of classes	hours
SAW (Student autonomous work)	30
Final assessment method	Exam

2 COURSE CONTENT

2.1 Course Topics

№	Topic, content	Workload (hours)	CDIO* Results Achieved	Teaching method	Reading
Lectures					
1	Introduction to the course. Objectives and motivation. Why it is important to read scientific literature and write scientific papers in English. Information about the instructor and this course. Expected learning outcomes. Course resources. Syllabus. Key concepts and definitions. Glossary.	1	Level 1	Traditional (“Face to face” and “Face to face Driver”) or Blended («Online Driver»)	[1-4]
2	Topic 1. Genres of written scientific papers: conference reports and abstracts, research and review article (journal articles), review, research proposal, monograph, book chapter, patent review for dissertation, PhD dissertation. Genre awareness and analysis of written documents	1	Level 1	Traditional (“Face to face” and “Face to face Driver”) or Blended («Online Driver»)	[1-4]
3	Topic 2. The art of note-taking. Types and kinds of academic notes, note-taking techniques. Lecture notes, article notes. Summarizing the main content of a scientific paper.	1	Level 1 Level 2 (note taking and content summarization skills)	Traditional (“Face to face” and “Face to face Driver”) or Blended («Online Driver»)	[2,5]
4	Topic 3. Essay. The art of writing an essay in English. E-mail, polite, accurate, main components. Rational use of GPT chat.	1	Level 1 Level 2 (email writing and GPT chat skills)	Traditional (“Face to face” and “Face to face Driver”) or Blended («Online Driver»)	[2-4]
5	Topic 4. The structure (main components) of a research proposal and report. Ethics of scientific research. International ethical requirements for written scientific documents.	1	Level 1	Traditional (“Face to face” and “Face to face Driver”) or Blended («Online Driver»)	[2-4]



No	Topic, content	Workload (hours)	CDIO* Results Achieved	Teaching method	Reading
6	Topic 5. Research proposal. Issues of environmental friendliness of the research project (results, methods of PhD dissertation). Issues of economic benefit from the implementation of the results of scientific research and the social effect of the project (the PhD dissertation).	1	Level 1	Traditional (“Face to face” and “Face to face Driver”) or Blended («Online Driver»)	[2-4]
7	Summing up. Analysis and discussion of assignments (lecture notes, academic summary and individual research plan, essay). Questions and answers.	1	Level 1 Level 2 Level 3 (Interpersonal Skills)	Traditional (“Face to face” and “Face to face Driver”) or Blended («Online Driver»)	
8	Topic 6. How to write a literature review? Literature review of research paper. Review article.	1	Level 1	Traditional (“Face to face” and “Face to face Driver”) or Blended («Online Driver»)	[2,3,6]
9	Topic 7. Collection of initial data and written presentation of results. Key words, annotations. Critical analysis of written information sources. Application of AI for information search and analysis.	1	Level 1 Level 2 (skills in searching scientific literature by keywords using ICT)	Traditional (“Face to face” and “Face to face Driver”) or Blended («Online Driver»)	[2-4]
10	Topic 8. Style of scientific presentation in different genres of research papers. Academic style, comparison of genres. Introductory, generalizing sentences, connotations. Glossary.	1	Level 1	Traditional (“Face to face” and “Face to face Driver”) or Blended («Online Driver»)	[2-4]
11	Topic 9. Participation in a scientific conference. Objectives, types of participation. Main components of a conference presentation. Abstract. Publications after the conference.	1	Level 1	Traditional (“Face to face” and “Face to face Driver”) or Blended («Online Driver»)	[2,7]



№	Topic, content	Workload (hours)	CDIO* Results Achieved	Teaching method	Reading
12	Topic 10. How to write a scientific article. Anatomy of a manuscript. Main components of an article. Reviewing scientific articles.	1	Level 1	Traditional (“Face to face” and “Face to face Driver”) or Blended («Online Driver»)	[2-4]
13	Topic 11. Patent system of the Republic of Kazakhstan. Sources of patent documentation. Patent application.	1	Level 1	Traditional (“Face to face” and “Face to face Driver”) or Blended («Online Driver»)	[2]
14	Topic 12. How to work on a PhD dissertation. Main components of the work and advice on what and how to write.	1	Level 1	Traditional (“Face to face” and “Face to face Driver”) or Blended («Online Driver»)	[2]
15	Final lecture. Course summary. Assignment analysis (conference poster and literature review). Questions and answers.	1	Level 1 Level 2 Level 3 (Interpersonal Skills)	Traditional (“Face to face” and “Face to face Driver”) or Blended («Online Driver»)	
TOTAL				15	
Practical classes					
1	Introduction to the course. Objectives and motivation. Resume, CV in English. Discussion of the PhD dissertation topic (motivation for research, relevance, novelty).	2	Level 1 Level 2 (CV and resume writing skills) Level 3 (interpersonal skills of self-introduction and research in English)	Traditional (“Face to face” and “Face to face Driver”) or Blended («Flex» or «Online Driver»)	[2, 7-9]
2	Topic 1. Genres of written scientific papers	2	Level 1 Level 2 (scientific paper classification)	Traditional (“Face to face” and “Face to face Driver”) or Blended	[1-4]



No	Topic, content	Workload (hours)	CDIO* Results Achieved	Teaching method	Reading
			skills) Level 3 (interpersonal skills, discussions)	(«Flex» or «Online Driver»)	
3	Topic 2. Writing a lecture summary and summarizing the content of a scientific article	2	Level 1 Level 2 (scientific paper note-taking and summarizing skills) Level 3 (interpersonal skills, discussions)	Traditional (“Face to face” and “Face to face Driver”) or Blended («Flex» or «Online Driver»)	[2,5]
4	Topic 3. Writing an essay on the topic "Why I chose this research topic and entered doctoral studies in this specialty."	2	Level 1 Level 2 (skills in writing an essay on a given topic) Level 3 (interpersonal skills, discussions)	Traditional (“Face to face” and “Face to face Driver”) or Blended («Flex» or «Online Driver»)	[3,4]
5	Topic 4. Writing a research proposal on the topic of a PhD dissertation. Part 1 (relevance, purpose, objectives, object and subject of the study, main methods and expected scientific results)	2	Level 1 Level 2 (skills in writing a research proposal) Level 3 (interpersonal skills, discussions) Level 4 Concept. Design: developing a research proposal	Traditional (“Face to face” and “Face to face Driver”) or Blended («Flex» or «Online Driver»)	[2]
6	Topic 5. Writing a research proposal on the topic of a PhD dissertation. Part 2: ethics of scientific research, expected economic, environmental and social impact of the expected results)	2	Level 1 Level 2 (research proposal writing skills) Level 3	Traditional (“Face to face” and “Face to face Driver”) or Blended («Flex» or	[2]



No	Topic, content	Workload (hours)	CDIO* Results Achieved	Teaching method	Reading
			(interpersonal skills, discussion) Level 4 Concept. Design: developing a research proposal.	«Online Driver»	
7	Topic 6. Writing a literature review based on the analysis of the proposed scientific articles.	2	Level 1 Level 2 (literature review writing skills) Level 3 (interpersonal skills, discussion) Level 4 Concept. Design: writing a literature review	Traditional (“Face to face” and “Face to face Driver”) or Blended («Flex» or «Online Driver»)	[6,10,11]
8	Topic 7. Training in searching for written sources for a literature review on the topic of a dissertation using ICT (using keywords).	2	Level 1 Level 2 (literature search skills using ICT) Level 3 (interpersonal skills, discussion)	Traditional (“Face to face” and “Face to face Driver”) or Blended («Flex» or «Online Driver»)	[2]
9	Topic 8. Writing a short literature review on the topic of the dissertation based on the sources found, compiling a list of references taking into account different styles.	2	Level 1 Level 2 (literature review writing skills) Level 3 (interpersonal skills, discussion) Level 4 Concept. Design: writing a literature review	Traditional (“Face to face” and “Face to face Driver”) or Blended («Flex» or «Online Driver»)	[2]



No	Topic, content	Workload (hours)	CDIO* Results Achieved	Teaching method	Reading
10	Topic 9. Preparing an abstract of a conference article and a presentation of the report (poster)	2	Level 1 Level 2 (abstract and conference poster writing skills) Level 3 (interpersonal skills, research presentation, Q&A) Level 4 Concept. Design: abstract, conference poster design	Traditional (“Face to face” and “Face to face Driver”) or Blended («Flex» or «Online Driver»)	[2, 10]
11	Topic 10. Reviewing proposed scientific articles and conference articles of other doctoral students.	4	Level 1 Level 2 (research paper review skills) Level 3 (interpersonal skills, discussion) Level 4 Concept. Design: research paper review	Traditional (“Face to face” and “Face to face Driver”) or Blended («Flex» or «Online Driver»)	[2,10]
12	Topic 11. Writing a patent review on the topic of the dissertation	2	Level 1 Level 2 (Patent Review Writing Skills) Level 3 (Interpersonal Skills, Discussion) Level 4 Concept Design: Patent Review on Research Topic	Traditional (“Face to face” and “Face to face Driver”) or Blended («Flex» or «Online Driver»)	[2]
13	Topic 12. Writing an individual research plan with a description of the main components of a PhD dissertation.	4	Level 1 Level 2 (skills in writing an	Traditional (“Face to face” and “Face to	[2]

No	Topic, content	Workload (hours)	CDIO* Results Achieved	Teaching method	Reading
	Presentation and discussion of work (pre-defense)		individual research plan) Level 3 (interpersonal skills: presentation, discussion) Level 4 Concept. Design: individual research plan	face Driver”) or Blended («Flex» or «Online Driver»)	
TOTAL				30	

* The CDIO Approach (Conceive, Design, Implement, Operate). The CDIO syllabus is used as a reference to derive specific learning outcomes in engineering education and classifies learning outcomes into four high level categories [12]: Level one: Disciplinary knowledge and reasoning Level two: Personal and professional skills and attributes Level three: Interpersonal skills Level four: Conceive, design, implement, and operate systems.

2.2 Tasks for Student Autonomous Work (SAW)

Topic	Content	Assessment method	Submission date, week	Workload (hours)	CDIO Results
Literary review on the topic of dissertation research	Write a brief literature review on the topic of your dissertation based on the analysis of current (over the last 10 years) journals and patents in the field of your research (with a full bibliographic list). The review should contain at least 10 references, a clearly formulated problem and a comparison of different methods for solving it, a justification for the approach you have	Written assignment. Literary review on the research topic with an up-to-date list of references (APA style)	7	15	Level 1 Level 2 (literature review writing skills) Level 3 (interpersonal skills, discussion) Level 4 Concept. Design: writing a literature review.



Topic	Content	Assessment method	Submission date, week	Workload (hours)	CDIO Results
	<p>chosen, and end with a statement of the task of your research (For example, “Thus, papers [1-5] use such-and-such a method, [6, 7] - such-and-such an approach (etc.), their advantages are such-and-such, but their implementation requires the use of complex and expensive equipment, while a simpler and cheaper approach can be used - a brief description. The goal of the study:....”)</p>				
<p>Individual plan for dissertation research</p>	<p>Prepare (write in English) an individual research plan on the topic of your PhD dissertation Research planning includes: the title of your dissertation, justification of the relevance of the research topic, setting goals and objectives, choosing a methodology and justification of research methods, description of the main idea (hypothesis) of the research, the object and subject of the dissertation. research, indicators of plan implementation (for example, completion</p>	<p>Written Assignment Doctoral Research Plan</p>	<p>14</p>	<p>15</p>	<p>Level 1 Level 2 (skills in writing an individual research plan) Level 3 (interpersonal skills: presentation, discussion) Level 4 Concept. Design: individual research plan</p>



Topic	Content	Assessment method	Submission date, week	Workload (hours)	CDIO Results
	of the first part of the experiment, publication of an article, presentation at a conference, writing a dissertation chapter, scientific internship, presentation at a scientific seminar of your department or faculty, etc.) indicating the time for completing the task.				
TOTAL				30	

2.3 Schedule of Course Task Submission

Types of tasks	Academic period, week														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Knowledge															
Writing a literary review on the topic of a PhD dissertation							+								
Writing an individual research plan														+	
Report on the completion of written assignments							+							+	
Comprehension															
Writing a literary review on the topic of a PhD dissertation							+								
Writing an individual research plan														+	
Report on the completion of written assignments							+							+	
Application															
Writing a literary review on the topic of a PhD dissertation							+							+	
Writing an individual research plan														+	
Report on the completion of written assignments							+							+	
Analysis															
Writing a literary review on the topic of a PhD dissertation								+						+	

Types of tasks	Academic period, week														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Writing an individual research plan														+	
Report on the completion of written assignments								+						+	

3 ASSESSMENT OF STUDENT KNOWLEDGE

Teacher oversees various tasks related to ongoing assessment and determines students' current performance twice during each academic period. Ratings 1 and 2 are formulated based on the outcomes of this ongoing assessment. The student's learning achievements are assessed using a 100-point scale, and the final grades P1 and P2 are calculated as the average of their ongoing performance evaluations. The teacher evaluates the student's work throughout the academic period in alignment with the assignment submission schedule for the discipline. The assessment system may incorporate a mix of written and oral, group and individual formats.

Period	Type of work	Final Assessment
First rating	Literature review in English on the topic of the dissertation with an up-to-date list of references (APA style)	0-100
	Grades for written assignments 1-6 weeks	
Second rating	Individual dissertation research plan (IRP) in English.	0-100
	Grades for written assignments 8-14 weeks	
Final control	Exam	0-100

3.1 The evaluating policy of learning outcomes by work type

Type of work	90-100	70-89	50-69	0-49
		Excellent	Good	Satisfactory

The student's final grade in the course is calculated on a 100 point grading scale, it includes:

- 60% of current academic performance results;
- 40% of the result obtained on the exam.

The final grade is calculated by the formula:

$$H = 0,6 \frac{P_1 + P_2}{2} + 0,4\Theta \quad (1)$$

where P1, P2 are numerical values of Rating 1 and Rating 2 correspondingly;
 Θ is the numerical value of the examination grade.

:

Alphabetical grade	Numerical value	Points (%)	Traditional grade
A	4.0	95-100	Excellent
A-	3.67	90-94	
B+	3.33	85-89	Good
B	3.0	80-84	
B-	2.67	75-79	
C+	2.33	70-74	
C	2.0	65-69	Satisfactory
C-	1.67	60-64	
D+	1.33	55-59	
D	1.0	50-54	Unsatisfactory
FX	0.5	25-49	
F	0	0-24	


4 COURSE POLICY

Student is responsible for:

- Completing all quizzes, tests, and assignments on time
- Participating actively in class in English
- Following directions accurately and asking questions when you do not understand
- Being prepared for all classes, including after an absence
- Using effectively the technical means provided by the University, using economically and rationally energy and other material resources of the University, taking measures to ensure the safety of this property. In the event of material damage to the University, students are obliged to compensate it in accordance with civil law
 - Being disciplined, maintain cleanliness and order at the University
 - Observing generally accepted ethics of behavior and communication
 - Observing safety regulations, fire safety
 - Observing all required sanitary standards, including, when required, wearing disposable medical or protective masks; using hand sanitizers and personal pens; social distancing - at least 1.5-2 meters from each other; avoiding shaking hands or other forms of direct contact

Attendance and Absence Policies for Remote Learning

1. You are marked absent if you do not come to class for any reason.
2. The class starts on time. If you arrive after the class starts, you will be marked late. A late arrival counts as 1/3 of an absence. If you arrive more than 15 minutes late, you will be marked absent.
3. To benefit fully from your learning experience, you are expected to remain in the room for the whole class period. If you have to leave the room, return to the class as quickly as possible. If you leave the class for an excessive period of time or for a non-essential purpose, you may be marked absent at the teacher's discretion. If you have a special medical need that requires you to leave the class, you should give the administration of your University documentation which describes your medical condition.
 - If you know you have to be absent, inform your teacher as soon as possible.
 - You are responsible for knowing what you missed and what homework is due.

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- You cannot make up missed, graded in-class assignments unless you make arrangements with your teacher in advance. Some assignments may not be submitted late.

Disciplinary Violations

Academic dishonesty

- Stealing an exam
- Giving another student an answer during a test
- Handing in work or papers written by someone else
- Posing as someone else to take a test for them

Attendance problems

- Arriving late to class more than three times
- Missing too many classes

Cheating

- Stealing an exam (either physically or electronically)
- Giving another student an answer during a test
- Handing in work or papers written by someone else
- Posing as someone else to take a test for them
- Copying an answer from another student's paper/test
- Peeking at notes when notes are not to be used during an exam

Disruptive classroom behavior

- Talking to another student while class discussion is going on or while the teacher is speaking to the whole class
 - Making other distracting noises or gestures
 - Verbally or physically threatening another student or the teacher

Plagiarism

- Stealing another person's idea or illustration and using it as one's own without giving credit to the original author or source
 - Copying sentences or paragraphs directly from an article or book to use in an essay without giving credit to the original author

For violation by a student of the obligations stipulated by the legislation of the Republic of Kazakhstan, these Rules and other local regulations of the University, the following disciplinary sanctions may be applied to the student: rebuke; expulsion from the University.

Sample exam questions (with tips)

1. What Is Academic Writing? Definition and 7 categories of academic writing

Academic writing aims to make an objective argument using evidence. Writers support their statements and key points using facts and evidence-based research. They use data and analysis to present an argument objectively, without stating their own beliefs or assumptions.

2. What are the 4 types of academic writing?


The four main types of academic writing are descriptive, analytical, persuasive and critical. Each of these types of writing has specific language features and purposes.

3. What is the main purpose of academic writing?

The purpose of academic writing is to communicate complex ideas in a way that makes them least likely to be challenged. So, it's important to avoid any ambiguity

4. What is academic writing style?

Instead of being formal, academic writing uses neutral words and avoids informal, conversational or colloquial language. For example, 'many factors' is more academic

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than 'loads of things'. Also avoid personal language - you're not the focus of the work (unless it's a reflective assignment).

5. What are the 3 stages of academic writing?

Planning/prewriting, writing, and revising help organize and guide your writing process. Academic writing consists of 1) your ideas 2) expert ideas 3) connections between the two. The writing process is unique to each individual and need not necessarily follow a strict order.

6. What are the 4 steps of academic writing?

Writing is a process that involves at least four distinct steps: prewriting, drafting, revising, and editing. It is known as a recursive process.

7. Genres of scientific papers.

8. Literature review.

9. Patent review.

10. Review article

11. Research article

12. Conference article

13. Review.

14. Abstract of the article.

15. Conference report. Main components of the conference presentation.

16. Anatomy of the manuscript. Structure of the scientific article.

17. Typical structure of the PhD dissertation.

18. Structure of the research proposal.

19. Structure of the scientific report

20. Essay. Main components.

21. Main requirements for the dissertation research (PhD dissertation) and criteria for its evaluation in the Republic of Kazakhstan.

22. Main criteria for evaluating the research proposal.

23. Writing an individual research plan

24. Monograph

25. Academic CV.

26. Summary

27. E-mail (the main components of a polite and convincing text)

28. Abstract of a research proposal


29. Abstract of a PhD dissertation

30. Summarizing. Conclusions.

5 RECOMMENDED READING

5.1 Key reading

1. What Is Academic Writing? Definition and 7 Types to Consider Updated August 16, 2024 <https://www.indeed.com/career-advice/career-development/academic-writing#:~:text=Academic%20writing%20aims%20to%20make,their%20own%20beliefs%20or%20assumptions.>
2. Alontseva D.L. Research organization and planning. Lecture course, Ust-Kamenogorsk: EKTU, Kazakhstan, 2022. - 118 pages ISBN 978-601-208-723-9
3. Gabi C. Academic Writing. London: Altralogue Publishing, UK, 2022 -119 pages. ISBN:978-1-9993034-1-9

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https://www.researchgate.net/publication/369850655_ACADEMIC_WRITING_i_Academic_Writing

4. Yusof N. H. Md., Gobal N.R. Pre-writing: English for academic writing. Book. Politeknik: Malaysia June 2022. ISBN 978-967-2421-50-4

https://www.researchgate.net/publication/377896085_

5. Taking notes. Crash Course Study Skills#1. https://youtu.be/E7CwqNHn_Ns

6. Tolykbayeva M.B., Kadyroldina A.T., Kussaiyn-Murat A.T., Krasavin A.L., Nazenova G.M., Ospanov O.B., Malgazhdarova A.M., Alontseva D.L. Adaptive control of robot manipulators – a brief review of recent advance//Herald of EKTU No 4, 2022, pp. 233-242. DOI 10.51885/1561-4212_2022_4_233

7. Academic CV example <https://www.prospects.ac.uk/careers-advice/cvs-and-cover-letters/example-cvs/academic-cv-example>

8. Academic Curriculum Vitae (CV) Example and Writing Tips by Alison Doyle Updated on July 30, 2020 <https://www.thebalancecareers.com/academic-curriculum-vitae-example-2060817>

9. Teacher portfolio <https://www.ektu.kz/employeeprofile.aspx?lang=en>

10. Kussaiyn-Murat A., A. Krasavin, D. Alontseva, A. Kadyroldina, A. Khozhanov, Iu. Krak, P. Muñoz de Escalona, I. Dyomina Development of an intelligent robotic system for plasma processing of industrial products with complex shape // 11th IEEE International Conference on Intelligent Data Acquisition and Advanced Computing Systems: Technology and Applications (IDAACS), 2021 - pp. 572-579, doi: 10.1109/IDAACS53288.2021.9660960

11. Shadrin G. K., Alontseva D. L., Kussaiyn-Murat A. T., Kadyroldina A. T., Ospanov O.B., Haidegger T. Application of Compensation Algorithms to Control the Movement of a Robot Manipulator// Acta Polytechnica Hungarica Vol. 17, No. 1, 2020, P. 191-214. DOI: 10.12700/APH.17.1.2020.1.1

12. Crawley E. F., Malmqvist J., Lucas W. A. and Brodeur D. R. The CDIO syllabus v2.0: An updated statement of goals and engineering education, in Proc. of the 7th Int. CDIO Conf., Technical University of Denmark, Copenhagen, June 20-23, 2011

5.2 Further reading

1. IPR SMART <http://www.iprbookshop.ru>

2. ScienceDirect - <http://www.sciencedirect.com>.

3. EBSCO Discovery Service (EDS) - <http://search.ebscohost.com>

4. The Web of Knowledge: Web of Science (Clarivate) <http://www.WebofKnowledge.com>;
<http://www.isiwebofknowledge.com>

5. Scopus - <https://www.scopus.com/freelookup/form/author.uri>.

Дополнительная литература