

Kamianets-Podilskyi National Ivan Ohienko University

BASICS OF ACADEMIC COMMUNICATIONS TOOLKIT



ELECTRONIC EDITION

Kamianets-Podilskyi
2022

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О-75

Рекомендувала вчена рада Кам'янець-Подільського національного університету імені Івана Огієнка (протокол № 8 від 30.08.2022 р.)

Р е ц е н з е н т и :

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Основи академічної комунікації: навчально-методичний **О-75** посібник (англійською мовою) [Електронний ресурс] / [укладачі: Семен Абрамович, Марія Чікарькова]. Кам'янець-Подільський: Кам'янець-Подільський національний університет імені Івана Огієнка, 2022. 116 с.

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URL: <http://elar.kpnu.edu.ua:8081/xmlui/handle/123456789/6656>

Видання містить комплекс навчально-методичних матеріалів, що можуть бути використані при читанні курсів з академічної комунікації. Структура розробки підпорядкована насамперед завданню оптимізації самостійної роботи студентів, роль якої зростає в умовах запровадження Болонської системи організації навчального процесу.

Для викладачів, студентів і аспірантів та всіх зацікавлених проблемами академічної комунікації.

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GENERAL INTRODUCTION

Academic Communication is aimed at developing critical thinking and academic speaking, listening, reading, and writing skills that are crucial for functioning in the English-speaking academic environment. The discipline develops diverse skills – problem-solving, critical thinking, rhetorical skills, etc. It helps students know how to express their own thoughts in their professional field in a clear and coherent manner, adhering to all the standards of the English-speaking academic community.

The course is based not only on theory, but on research practice also. Due to this aspect students are encouraged to enhance their understanding of science communication through practical experience.

The **objective** of the program is to guide students in the application of academic communication theory to a variety of interpersonal, institutional, public and organizational contexts.

The course **aims** are:

- consolidate and develop participants’ speaking skills as required in an academic English-speaking environment;
- to acquaint with the features of academic communication of different types and genres;
- review and give practice in a variety of appropriate techniques and phrases that will help participants take part in discussions more confidently and effectively;
- provide practice in exchanging personal ideas on an interesting variety of discussion topics agreed by the tutor and class participants;
- provide practice in listening to lectures (presentations, reports) and note-taking skills.

After taking the course students **will be able to**:

- analyze and characterize the system of scholarly communication, ensure a continuing dialogue among its many stakeholders;
- support selected new models and tools of scholarly communication;
- identify and correctly target the potential audience by choosing appropriate style, vocabulary, and level of formality;
- take part in discussions and debates on various topics;
- apply proper citation practices;
- recognize and perceive different types academic dishonesty;
- identify and implement the basic speaking strategies and standards of English academic monologue speaking, including argumentation structure, data presentation, appropriate transitions and signposts, compositional, rhetoric, stylistic, verbal, and grammatical devices;
- identify and implement the basic speaking strategies and standards of English academic dialogue speaking, including expressing and supporting opinions, asking and answering questions, agreeing and disagreeing, giving and taking the floor, turn-taking, interrupting and preventing interruptions giving a response, following up on other speakers' points; hesitating and expressing degrees of certainty; responding to difficult questions, reacting to an idea, reflecting on an idea;
- be an active listener, and use the non-verbal language;
- implement the basic listening strategies, including listening between the lines, for specific information, for the main idea, taking notes;

- read for the main idea, for specific information, make inferences & interpretations, read for details, read between the lines, skim, scan, identify different opinions, evaluate different viewpoints, make connections between ideas, read extensively to gather data, sort through & prioritize information, expand vocabulary & activate passive vocabulary; understand, interpret and discuss academic texts in English;
- produce peer critique; avail themselves of peer critique and native speaker commentary.

Monitoring and evaluation system

Types and forms of control

Forms of current control are oral or written (testing, essay, abstract, creative work) work, student response, etc.

The form of final control is an exam.

The means of evaluation are:

- control works;
- standardized tests;
- projects (cross-cutting projects; individual and team projects; research and creative, etc.);
- abstracts;
- essay;
- creation of infographics, intelligence maps and dictionary articles on a given topic;
- presentation on a given topic;
- report at a scientific conference.

Topic 1

SCIENCE COMMUNICATION: AIMS, REASONS, GENRES

1. English as a lingua franca of the contemporary scientific community.
2. Science communication: essence, aims, reasons.
3. Peculiarities of popular science communication. Motives, arguments, and ways for the popularization of science.
4. Transformation of scientific communication in XXI century.
5. Core genres of a scientific communication.

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vast majority of scientists
dissemination of research
field of study
specialization
field-specific vocabulary
transmit
scientist-communicator
way of thinking
overcoming the barriers
different disciplinary fields
cognitive energy
public awareness of science
a lack of adequate knowledge about science
fruitful interaction within the scientific community

Exercise 1. There is a fragment from the book “A scientist’s survival kit. Communicating science”. Read and translate.

First and foremost: satisfaction

The vast majority of scientists will agree that, spoken or unspoken, it is absolutely natural to desire the dissemination of research, be it one’s own or from one’s field of study. It is rewarding to go outside the confines (human too) of one’s specialization and share one’s own passions with others: managing to do so can be a source of great personal satisfaction. Whatever the reason for deciding to communicate, if you are not able to transmit your own passion it will be very difficult to obtain good results. Konrad Lorenz was so popular because of his extraordinary ability to get his readers involved in the adventure of ethology, and the same is true for all the great scientist-communicators.

In addition to spreading knowledge, telling science stories helps convey the value of a scientific way of thinking and a rational attitude to problems, even to those which have nothing to do with science. Historically, one of science’s most important cultural contributions was its

example as “good training for democracy”. In fact, it was also through science that the West learned to defend its own reasons with rationality and an assessment of reality, distrust towards established moral and cultural authorities, tolerance for others’ ideas and the belief that everyone can contribute to the progress of knowledge.

Communicating with other scientists

Paradoxically, public communication can also help inform other scientists of your own activities, overcoming the barriers which separate different disciplinary fields. Progress in science and technology are, in fact, so rapid and numerous that in general scientists are only able to keep themselves updated in a highly specialized niche area of knowledge. All scientists, in other words, are part of the general public when something that lies outside of their field is discussed.

In the United States, competition for coverage in an important newspaper, like The New York Times, has been very strong, since it was discovered that it helps to become better known even amongst colleagues.

Some preliminary data cited in Nature even indicate how scientific works that were covered by newspapers were later cited more frequently in specialized publications. Furthermore, new fields were announced and, in some way, even defined with respect to the others, in books for non peer audiences, as occurred in the mid Nineties with the studies on consciousness and earlier with cosmology.

Acquiring familiarity with the techniques of public communication of science may, finally, be useful in teaching. In fact, there is no reason to make a subject more difficult than necessary.

Even if (contrary to what happens in public communications) students have freely chosen to study a subject and have a precise reason for studying it, the ability to interest them and keep their attention alive, while helping them to save cognitive energy, can become precious in any type of lesson or presentation.

Often, however, the communication of science has other purposes, which are, perhaps, less noble but not less important. More than an end, in these cases, the dissemination of scientific culture becomes a means. Being able to effectively express yourself, means being able to effectively persuade others and send out messages with clear objectives in sight.

Exercise 2. Explain a joke: “Mother tongue is the key to education, knowledge, science, and English learning”.

Exercise 3. Visit one of the popular sites for scientists and try to find some information for your field of study.

1. **Research Gate**'s “mission is to connect researchers and make it easy for them to share and access scientific output, knowledge, and expertise”.
 2. **Academia.edu** calls itself “a platform for academics to share research papers”.
 3. **Mendeley** combines an online reference manager with tools for online sharing and collaboration.
 4. **ResearchID** assigns researchers with a unique ID to make it easier to update personal profiles with new publications and to identify potential collaborators.
 5. **Epernicus** is a Boston-based company open to current and former research scientists. They allow scientists to create their profiles, connect with colleagues, and find people in their network with particular expertise.
 6. **Twitter** is a great place to engage with other scientists. Scientists tweeting and retweeting the newest publications, news, practical advice, and more. Just follow scientists in your field or relevant journals.
 7. **Lalisio**: Lalisio is the leading social knowledge network connecting people with knowledge of every kind.
 8. **Figshare** – an online digital repository which aids scientists in making their data sets open and publically available; figshare users can also collaborate with other figshare users in Project Spaces.
 9. **Ologeez**: A scholarly search site to learn, discuss, and connect with academics, professionals and colleagues.
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Exercise 4. What features of science communication do the cartoon caricature?



Exercise 5. What does “ivory tower” mean in the context of science communication? The article is devoted to using social media by contemporary scientists. What can you say of advantages and disadvantages of this situation?

Beyond the
IVORY TOWER

SCIENTISTS AND SOCIAL MEDIA

A half day of events on how scientists use social media to share research and enhance their broader impacts

Monday, February 13
Auditorium, Foegge Building
(Genome Sciences)
University of Washington
3720 15th Ave NE,
Seattle WA 98195-5065



2:00 - 3:00 p.m.
**Scientists and Social Media:
Why Every Lab Should Tweet**

Christie Wilcox
Science Blogger,
Scientific American
Ph.D. student,
Hawaii Institute
of Marine Biology



3:30 - 4:30 p.m.
**Why Bother with Social
Media?**

Liz Neely
Assistant Director
of Science Outreach
COMPASS



4:45 - 5:30 p.m.
**Using Media Tools:
A Hands-On Experience**
Presented by COMPASS

5:30 - 6:30 p.m.
Networking Social
Hosted reception and opportunity to
interact with presenters and peers

For more information, contact:
Susan Bullerick
COSEE Ocean Learning Communities
coseeolc@uw.edu

sponsored by:



Exercise 6. You can see the information about some popular social media among scientists. Tell about main goals of using social media by scientists.

LINKEDIN

41% of Scientists Regularly Use LinkedIn

#1 Reason For Use
Contacting Other Professionals

Tip 1 Learn more about companies you're interested in by browsing their company pages.

Tip 2 Set up an informational interview via LinkedIn. Expand your network & learn about career opportunities all at once.

FACEBOOK

38% of Scientists Regularly Use Facebook

#1 Reason For Use
Non-Professional Purposes

Tip 1 Use Facebook to maintain friendships with former lab mates, classmates, and colleagues.

Tip 2 Create a Facebook page for your research or your lab.

TWITTER

13% of Scientists Regularly Use Twitter

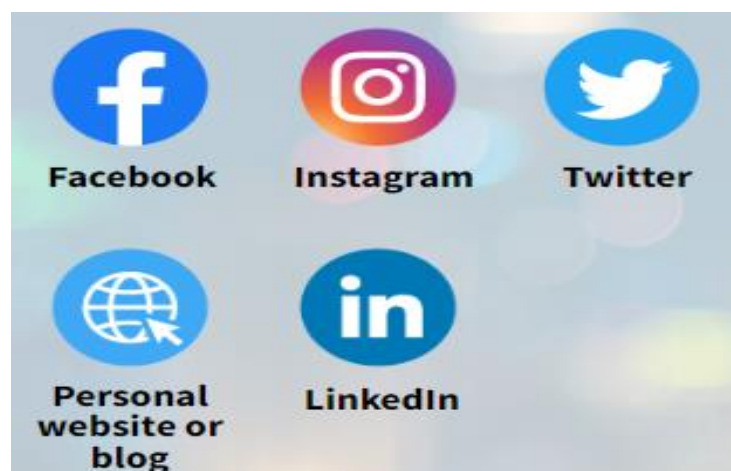
#1 Reason For Use
Follow Discussions

Tip 1 Pick one person on Twitter and raid their following list to find people to add to yours.

Tip 2 Tap into the Twitter network by having meaningful and mutually beneficial interactions with others.

Exercise 7. Take a few minutes to go to LinkedIn, Twitter and/or Instagram and see if you can identify the following:

- *Which hashtags or topic labels are frequently used by people in your chosen field.*
- *Groups, pages or online events/activities where people active in your potential area of interest already congregate to interact with each other.*
- *Three to five people who seem to be influential and active in this particular subject area online.*



Exercise 8. Based on the information below, as well as your own knowledge and experience, which platforms do you think are best for sharing your professional content?

<i>Good for:</i>	<i>But bear in mind:</i>
<i>Facebook</i>	
Creating communities of followers	Discoverability – you may find it challenging to find the group or page
Community groups and pages for businesses	You may need to spend money on promotion to guarantee visibility
Targeting content	You may find it hard to maintain reach for your page
Multimedia content (video, images, live events)	User has no control over platform and little control over design options and settings
Encouraging discussion (and some ability to moderate interactions)	It's more of a social space than business networking
Networking with a huge potential audience (worldwide and local)	It's a two-way medium so your group may get negative reviews
Enabling reciprocal relationships	
<i>Instagram</i>	
Visual storytelling	The algorithm decides if and when to show content to followers, so content can get lost
Showing products	Content needs to be visual to be displayed on this platform
Participating in communities loosely via topic #hashtags	It's hard (but not impossible) to link to things outside Instagram
Building a large following,	You may find your followers can

especially in lifestyle/travel areas	add a lot of pressure to perform
	It's more of a social/visual content space than a business/networking platform
	Relationships are not reciprocal
<i>Twitter</i>	
Posting short updates	Character limits on posts mean there is not much room for nuance or language finesse
Sharing promotional links	Individual tweets can be taken out of context
Commenting about timely content such as current affairs and issues	Visibility is tricky when there's a high turnover of lots of content
Creating networks of followers	It's a two-way medium, so you can't control or moderate interactions
Following interesting topics from people/companies	Relationships are not reciprocal
Participating in discussions about topics via #hashtags	
<i>LinkedIn</i>	
Sharing your professional CV/profile	You may need to pay LinkedIn to benefit from all the available functionality, such as search
Keeping your profile up to date	LinkedIn decides what content you see
Allowing recruiters and potential employers to find you	Building a professional network can be time-consuming
Creating company pages	If you don't keep your profile maintained, it shows, for example keeping your job up to date
Connecting with peers, potential business contact and interesting organizations	

Participating in communities of interest (for example, around professional topics)	
Tracking industry developments including job moves	
Finding jobs listed on the platform	
Enabling reciprocal relationships	
<i>Personal website or blog</i>	
Sharing longer updates (news, opinions, insight, etc.)	You need to keep it up to date
Publishing professional profile information	You're responsible for everything on it, including doing the work to get it there
Highlighting your contact information	It's hard to use the site itself for professional networking
Creating a custom email address with your own domain (yourname@yourdomain.com)	You may need to pay for a professional looking, unique domain name, hosting etc
Creating portfolios with examples of work you're proud of	You need to drive traffic to the site (for example, via search or linking from other places)
Linking to your accounts on other sites (LinkedIn, Twitter)	It's less likely to be found easily by recruiters looking in the usual places
Being relatively easily to extend to incorporate things like a shop or gallery	
Being in control of everything on it	
Allowing you the freedom to present yourself however you want	
Providing a single URL to put on business cards or in email signature	

Exercise 9. In this quiz, you'll be presented with some simple scenarios that you might face at work. You'll be asked to think about the

best approach to take to deal with challenging posts in your online networks. How would you tackle each mini-scenario?

a) You post something about your experience as an apprentice or trainee some years previously. You are reflective and critical about the experience, but not insulting. Someone disagrees with your description and calls you an idiot. How do you respond?

- ✓ Call them an idiot back.
- ✓ Decline to respond at all. If they don't agree with you they're not worth listening to.
- ✓ Acknowledge their different perspective, without getting drawn into justifying your own position.

b) Someone's post takes credit for work that you know was actually done by someone else in your network. What do you do?

- ✓ Message your contact privately alerting them to the post and indicating your support for them and their work. Ask if there's anything you can do to help clear up the misunderstanding.
- ✓ Call them out on the lie, publicly. Come to your contact's defence (even if they're not present in the conversation), and demand the original poster to give credit where it's due.
- ✓ Scroll on by. Not your business. There may be more to the story than you are aware of.

c) Someone new asks a question in a professional forum that's been asked frequently by others in the past, the answer to which is easily findable via a search engine. What do you do?

- ✓ Roll your eyes in private, and ignore the request. If they can't be bothered to look for the information, then you can't be bothered to do the work for them.
- ✓ Respond to them with a welcome to the forum along with the answer to their query. Ask if there are any other questions they have at

this point. Consider setting up a FAQ for this forum with the answer to this and other regular queries.

✓ Send them a link to ‘Let me Google that for you’ with the result to their query. Tell them this answer is easy to find for anyone who bothers to look for it properly.

Exercise 10. *Why scientific communication can be failed? What reasons do you know for that? Should science take itself totally seriously (be boring) or might be funny?*



Exercise 11. Set the correct match.

By putting your ideas together in a resourceful way and publishing it,	there will be no real world progress in a science.
If scientists keep their results in the lab,	at national and international meetings and workshops.
Knowing your community	to build collaborations and stimulate cross-fertilization of ideas and methods.
Researchers can share their results	helps you understand the academic context of your research.
Dissemination of science results is vital	it allows you to share your results.

Exercise 12. Watch the video “What is Science Communication?” and answer the questions.



How can you explain the phrase about the work of a scientist: “You need to sell what you’re doing”?

What did you understand about scientist’s obligation?

What is the difference between dissemination and communication?

- *the name of the journal does not correspond to the geography (for example, a journal “European Journal of Scientific Research” with an editorial board in China and articles mainly by authors from India);*

- *the published materials do not include authors' contact details, there are no annotations, keywords, etc.;*

- *all articles are designed differently;*

- *the magazine promises to publish materials within one or two weeks;*

- *the publication guarantees the inclusion of materials in the journal immediately after payment of the publication fee.*

Read the information letter with the offer to publish the article and explain why this journal is fake.

MODERN DIRECTIONS OF SCIENTIFIC RESEARCH DEVELOPMENT

ISSN: 2320-0936

Impact Factor

9.2

It was calculated on the basis of “Google Scholar Citation” of published articles.

Call for paper

We are going to launch volume 21 issue 07 (September 2022) of a peer-reviewed online journal entitled MODERN DIRECTIONS OF SCIENTIFIC RESEARCH DEVELOPMENT publishing original research articles and scheduled monthly.

MODERN DIRECTIONS OF SCIENTIFIC RESEARCH DEVELOPMENT is an international journal encompassing all the fields of the contemporary science.

The main directions of the magazine:

- SECTION 01. Agricultural sciences.
- SECTION 02. Veterinary sciences.
- SECTION 03. Biological sciences.
- SECTION 04. Medical sciences.
- SECTION 05. Literature.
- SECTION 06. Chemical sciences.
- SECTION 07. Historical sciences.
- SECTION 08. Physical and mathematical sciences.
- SECTION 09. Geographical sciences.
- SECTION 10. Study of religion.
- SECTION 11. Architecture.
- SECTION 12. Astronomy.
- SECTION 13. Pedagogical sciences.
- SECTION 14. Psychological sciences.
- SECTION 15. Sociological sciences.
- SECTION 16. Journalism.
- SECTION 17. Study of culture.

Important Dates 2022	
Last date of paper Submission	20 August 2022
Notification of Acceptance	Within three to four Days
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Best Regards,
Editorial Board

Topic 2

A MODEL OF THE RESEARCH PROCESS

1. Encounter the task. Define the problem.
2. Do a preliminary search for information.
3. Refine your search topic via evaluating your sources.
4. Create of an annotated bibliography.
5. Advance a hypothesis and select the appropriate tool. Organize and write the paper.
6. Check and proofread the paper (be aware of ethical and cultural issues, errors in spelling, grammar, and punctuation).
7. Share the paper.

Primary sources

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next step in the research process
interdisciplinary area of research
open access articles
multiple-step process
topic under investigation
literature related to the research problem
narrow the scope of the study
make the concepts more understandable to the reader
collection of data
play an important role in the achievement of research aim
preliminary data
compulsory stage
depending on your topic
(ir)relevant materials
be under study
final outcome

Exercise 1. Place the steps of the scientific process in the correct order.

Data analysis.

Selecting the research area.

Formulating research aim, objectives and research questions or developing hypotheses.

Conducting the literature review.

Checking the research.

Selecting methodology.

Collecting the primary data.

Reaching conclusions.

Exercise 2. Set the correct match.

If you are having trouble choosing a topic,	the author, title, publication, date, page numbers, and other information.
The final step in the research process is included	determine the purpose and focus of your research.
After you have selected a topic,	as a step-by-step activity.
Research is a cyclical process that is presented	surveys, observations, interviews, or medical tests with participants.
You start the research process	may rise from the data.
During the research process, new research problems or research questions	by choosing a broad research topic.
Write down the complete citation, including	you can find suggestions in the variety of reference sources such as encyclopedias and bibliographies.
Depending on the plan of the research, data collection can include	of the actual drafting, writing and revising.
The appropriate methods must be chosen	in order to come up with a valid answer.

Exercise 3. Look at the example of intellectual map below. Create your own one about your science topic. You can use one of the free-access sites:

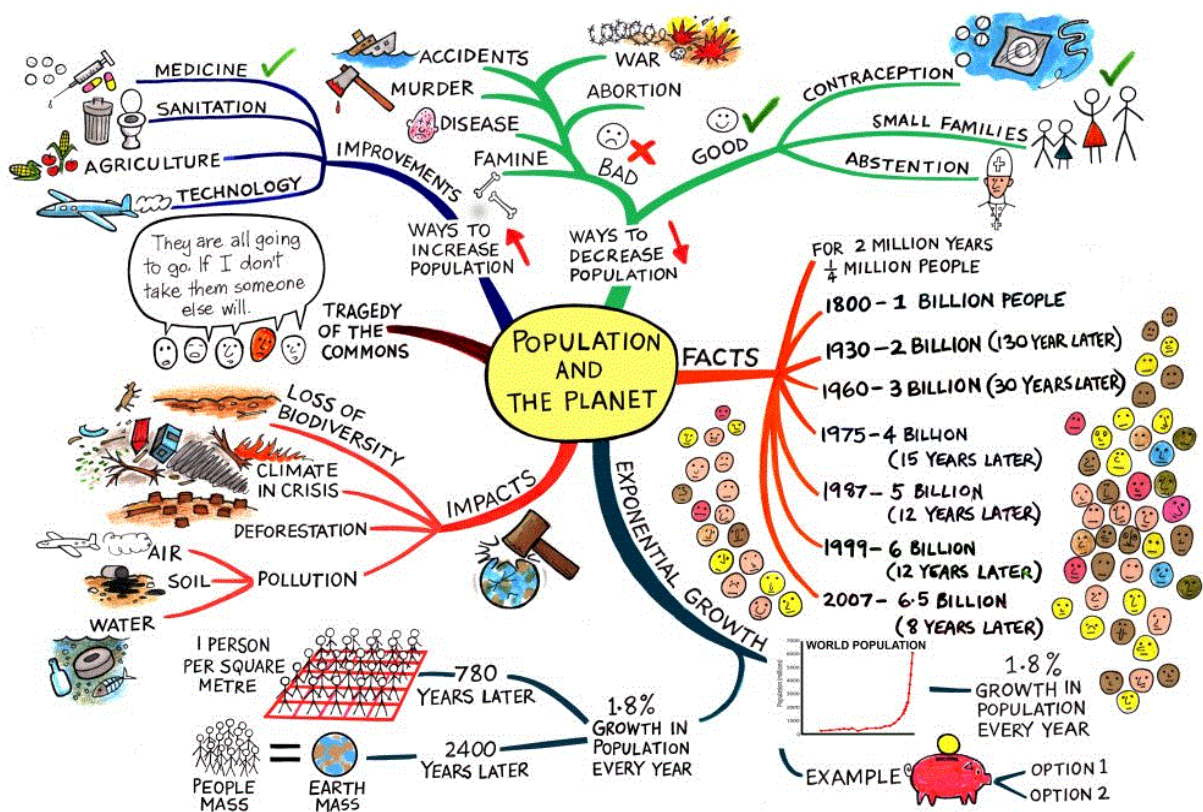
<https://bubbl.us/>

<https://www.mindmeister.com/ru>

<https://www.mindomo.com/ru/>

<http://web-academy.com.ua/stati/14-stati/51-10-programm-dlya-postroeniya-mind-map-intellekt-kart>

<https://coggle.it/>

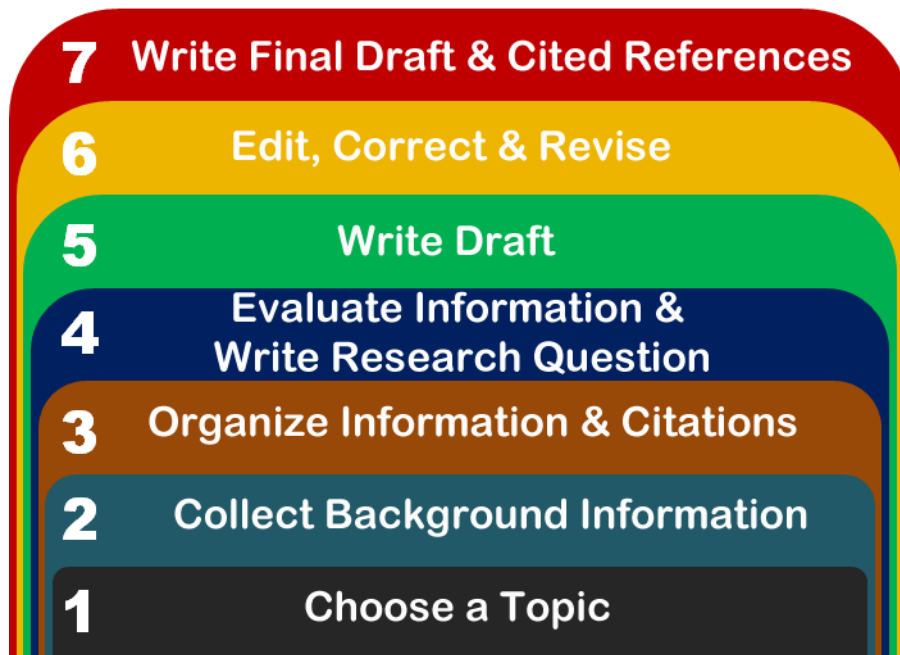


Exercise 4. Evaluate the intelligence map below that shows the types of religiosity in today's world. Is it easy to understand? Why? What would you change?



Exercise 5. Compare different pictures that describe investigatory process. What is the difference between them? Which of them do you like better and why? What would you add to this list?

Do step 1 and 5 of the second picture for your own research.





Exercise 6. Fill in the table according to the topic of your research.

My Science Worksheet	
Research Question:	Hypothesis:
Methodology:	Results:
Discussion:	

Exercise 7. Evaluate the correctness of filling in this table by the code given below. Have all the conditions regarding the definition of the research hypothesis, methodology, etc. been met here?



Topic 3

ACADEMIC WRITTEN COMMUNICATION

1. Characteristics of academic writing in comparison to casual communication. Peculiarities of academic style.
2. The structure of an academic paper:
 - title;
 - abstract;
 - introduction;
 - literature review;
 - body paragraphs;
 - conclusion.
3. Review process for scientific publications.

Primary sources

1. Derntl M. Basics of research paper writing and publishing / Michael Derntl // Int. J. Technology Enhanced Learning. – 2014. – Vol. 6. – № 2. – P. 105-123. – <http://dbis.rwth-aachen.de/~derntl/papers/misc/paperwriting.pdf>.
2. Irvin L. L. What Is “Academic” Writing? / L. Lennie Irvin // Writing Spaces: Readings on Writing. – Vol. 1. – <http://www.parlorpress.com/pdf/irvin--what-is-academic-writing.pdf>.
3. Sand-Jensen K. How to write consistently boring scientific literature / Kaj Sand-Jensen // Oikos. – 2007. – Vol. 116. – Issue 5. – P. 723–727. – <http://onlinelibrary.wiley.com/doi/10.1111/j.0030-1299.2007.15674.x/pdf>.

Supplementary sources

4. Chovanec J. Written academic discourse in English: from local tradition to global outreach / Jan Chovanec // Brno studies in English. – 2012. – Vol. 38. – № 2. – P. 5-16. – [http://www.phil.muni.cz/plonedata/wkaa/BSE/BSE_2012-38-2/BSE_2012-38-2_\(005-016\)_Ch01Chovanec.pdf/](http://www.phil.muni.cz/plonedata/wkaa/BSE/BSE_2012-38-2/BSE_2012-38-2_(005-016)_Ch01Chovanec.pdf/).

5. Timothy P. G., Joyce B. E. Being Scheherazade: The Importance Of Storytelling In Academic Writing / Timothy P. G., Joyce B. E. [https://aom.org/uploadedFiles/Publications/AMJ/FTE June](https://aom.org/uploadedFiles/Publications/AMJ/FTE%20June)

6. Joyce B. E. // Academy of Management Journal. – 2013. – Vol. 56. – № 3. – P. 629-634. – <https://aom.org/uploadedFiles/Publications/AMJ/FTE%20June%202013.pdf>.



look for the happy medium
extremely time-consuming process
blank page syndrome
common pitfalls
qualitative research
iterative process
final draft
crafting a good title
reasons for denials
improve manuscript quality
omit necessary reasoning
be familiar with the field
disagree with the reviewer
come to conclusion
jump to conclusion
topic sentence
supporting sentence

Exercise 1. Find four errors in the table that describes the features of scientific and non-scientific communication.



Academic

VS



Non-academic

<i>Audience</i>	
Academia	Mass public
<i>Aim</i>	
Inform the readers	Inform, entertain the readers
<i>Reader is</i>	
Active	Passive
<i>Content</i>	
Real facts or highly regarded opinions	Personal opinions, feelings or experiences
<i>Structure</i>	
No rigid structure	Standard structure
<i>Vocabulary</i>	
Specific terms	Short forms, slang
Phrasal verbs	No phrasal verbs
<i>Style</i>	
Impersonal and objective	Personal and subjective
Exclamation marks	No exclamation marks
“I” at the center	“I” as observer and commentator

Exercise 2. Rewrite these sentences in more academic manner.

- *This test isn't good enough.*
- *Your opinion is silly.*
- *The results were a lot better than I originally thought.*

- *The methodological problem is a tough nut to crack.*
- *We want to sort out how old geezers get along with teenagers.*
- *I have a hunch that the bosses are to blame for the company's troubles.*

Exercise 3. *Take the test and check whether you are well versed in the features of academic writing.*



Exercise 4. *Write your own abstract about your research.*

The abstract should apply some principle:

- be **written in English**, as it is the most common language of all the different scientific journal;
- be **readable** and – almost – entirely readable by everyone, even if the person is not from your own field;
- be prepared for **ONE concrete journal**.

The evaluation of the abstract should focus on two different aspect:

- The form of the abstract: the abstract should divide in three different parts, a broad introduction – with general concepts – then a closer introduction – with concepts related to the writer's own field – and finally an overview of the results of the writer.

- The content itself of the abstract: the abstract should answer the different questions we talked about in the video: Who are the intended readers? What did you do? Why did you do it? What happened when you

did that? What do your results mean in theory and in practice? What are the key benefits for the readers? What remains unsolved? (This last one is not needed for every article so check the journal you want to submit your article to!).

Exercise 5. *What features of a science abstract are shown here? What is being mocked?*

The paper presents a _____ (*synonym for new*) method for _____ (*science verb*) the _____ (*noun few people heard of*). Using _____ (*something you didn't invent*), the _____ (*property*) was measured to be _____ (*number*) +/- _____ (*number*) _____ (*units*).

Results show _____ (*sexy adjective*) agreement with theoretical predictions and significant improvement over previous efforts by _____ (*Loser*). The work presented here has profound implications for future studies of _____ (*buzzword*) and may one day help solve the problem of _____ (*supreme sociological concern*).

Exercise 6. *Insert missing words in the sentences.*

Peer review generally is aimed ...

Non-compliance with technical requirements or an inappropriate quality can be ...

If a feedback on article is negative, many authors ...

You can not ..., because in this case, your investigation may become incomprehensible.

Every beginning scientist had ...

To review someone else's article, you must ...

Is it possible ... between academic and casual styles?

The ... means that the work is going to an end.

The ... of the first publication are a misfiled bibliography, article's fuzzy structure, the absence of the concept.

Because the study is an ..., you may need to go back to different parts of your article more than once.

A headline usually consists of several words, but ... is not an easy job.

Exercise 7. Choose the correct answer.

1. Which of the following is a topic sentence?

- A. There are two reasons why people prefer automatic transmission, and two reasons why people prefer manual transmission.
- B. My hometown is known for its beautiful natural landmarks.
- C. Houses are big.

2. What are the three parts of a paragraph?

- A. Thesis statement, Introductory statement, Body
- B. Body, Thesis, Conclusion
- C. Topic sentence, Body, Closing sentence
- D. Introduction, Body, Thesis

3. What is the purpose of the closing sentence?

- A. It reminds the reader of the topic, and keeps them thinking.
- B. It re-states the introduction.
- C. It gives us details about the topic.
- D. It lets us know what the paragraph is going to be about.

4. Which of the following is an example of a good main point, followed by a detail?

A. Dogs are excellent companions. They welcome their owner as soon as the door is opened, and they are never shy to let their owner know how they feel.

B. Global warming is the result of man-made decisions. It is also destroying our planet.

C. University students should be required to attend classes because it will teach them about responsibility.

5. A good topic sentence should always be...

- A. Boring
- B. Detailed
- C. Interesting

D. Long

6. All of the following are important to do in your writing to make your research paper academic and effective EXCEPT which one?

- Avoid slang and cliché expressions in your writing;
- Avoid specific examples in your writing;
- Avoid overly emotional language in your writing.

7. Which of the following groups of words is definitely not on the Academic Word List?

- Evolve, generate, alter;
- Crash, cop, messy;
- Facilitate, prime, transit;
- Dynamic, prohibit, identical.

Exercise 8. Find main types of mistakes, which break the academic style. Separate out core parts of the structure of the essay. Find coherent words.

Education: STEM or Arts?

On September 2nd, 2016, The Washington Post published an article with the headline "Meet the parents who won't let their children study literature" by Steven Pearlstein, a Robinson Professor of Public Affairs at George Mason University. Being an avid reader and writer myself, I was awfully intrigued.

Why wouldn't parents let their children study literature?

The article doesn't just focus on the study of literature, it isn't playing "Humanities' Advocate". The article focuses on how parents, media and politics and many other people approach education and life. The majors aren't selected on the basis of the student's forte or interest, they're selected on the basis of the social norms that state that STEM majors are the only ones who get stable jobs and make more money.

The article debars this assessment, "Then there is the matter of pay. The first thing to say is that reports of liberal arts majors living lives of deprivation and disappointment have been greatly exaggerated. It is true that

STEM and business majors earn the most, with median annual incomes between \$60,000 and \$80,000. But even the average humanities major, with wages of just over \$50,000, earns enough to fit comfortably in the American middle class. Just as significant are the variations in incomes within majors. The top 25 percent of history and English majors earn more than the average major in science and math, while the bottom 25 percent of business majors make less than the average wages of those majoring in government and public policy."

Although, the choice of major or career can never be dependent on universal statistics. In my opinion, every single person is different and has different skills and ideas. The very idea of education is to develop on one's potent skills and acquire major skill set that you would use to make a living in the world.

But to debar humanities merely because someone thinks that History or English would never get you high paying jobs? It's wrong.

Another article published on February 18th, 2016, "We don't need more STEM majors. We need more STEM majors with liberal arts training" by Loretta Jackson-Hayes, an associate professor of Chemistry at Rhodes College in Memphis, shows how Loretta believed how a liberal arts background can help even chemistry majors.

She writes how her Chemistry majors have made use of writing in explaining their ideas to the external world. She writes how they're more in touch with how chemistry affects the world around them.

I believe that although STEM majors are incredibly important in our urbanized world, they're incomplete without any liberal arts training.

The University of Pennsylvania School of Medicine has been admitting an increasing number of applicants with backgrounds in the humanities for the past 20 years. "It doesn't make you a better doctor to know how fast a mass falls from a tree," Gail Morris, head of the school's admissions, told Newsweek. "We need whole people."

Just as Arts is incomplete without technology, technology is incomplete without arts. It is incredibly important to understand this concept because more and more parents are pushing their kids towards something they see as stable but their kids might see as uninteresting or something that they don't want to do. It is important that education must mean that there's a choice given to the student to choose his or her own major or career path.

***Exercise 9.** Read the paragraph about gun violence. It looks like the writer was trying to write an argument paragraph, but it is very informal*

and non-academic. Rewrite the paragraph using academic tone and language.

Something needs to be done about all of the gun violence in this country. Another shooting occurred today! I can't believe this keeps happening! These shooting take place in schools, malls, and other public places where people are just going about their businesses when a crazy person decides to ruin everyone's lives. They don't care about innocent people; these murderers just want to hurt whoever they can. To protect our society, we need to get rid of most of the guns, especially automatic and semi-automatic ones. No one needs a semi-automatic gun to go hunting for food or for sport. We also need to register all of the guns and prevent people from buying them without registration. Current laws allow criminals and unstable people to get their hands on guns too easily. Until we get serious about stopping this craziness, it's going to keep happening and may happen to someone you know!

Exercise 10. *Look at the parts of an essay about education below. They are not in the correct order. Each section has been labelled with a letter. Put the essay in the correct order.*

a

Until the second half of the 20th century, schools were traditional and strict in their approach to learning. Pupils sat in rows, they were not allowed to talk to each other during lessons, and corporal punishment was allowed; children were hit with slippers, rulers or canes by the teachers for not knowing the answers to questions, and they were encouraged to learn facts, stories and poems by memorizing and by copying from the board or from dictation. Gradually, teachers began to change the way they taught. Modern teaching methods are likely to include pair and group work, and children are encouraged to learn by discovering answers for themselves rather than constantly relying on the teacher. Modern technology is widely used in classrooms. Computers are available for children to use even in primary schools, and most schools now have fast access to the internet and use interactive resources and whiteboards in the classrooms.

b

It is important that education continues to develop as society changes throughout the twenty-first century.

c

In the UK, school attendance is now compulsory for children between the ages of 5 and 16. Children attend primary school from 5 to 11 years of age, and then secondary school until they are at least 16 years old. The modern state school system aims to treat all children in the same way and to give them all equal opportunities. However, the school system has not always been like this.

d

Approaches to teaching have developed so that children participate more in their learning.

e

Discuss some of the changes which have taken place in the school system in the UK in the last 200 years.

f

The school system has clearly improved in many ways since the 19th century. Most importantly, children's right to education no longer depends on gender or parental income, and greater educational opportunities are offered more widely to all.

g

This essay will discuss the key developments over the last 200 years, which have ensured that a school education is available to all children and is an enjoyable and interesting experience.

h

At the beginning of the 19th century, only boys from rich families went to school. Girls from rich backgrounds were taught at home. Boys were taught Physical Education, English, Philosophy, Maths, Latin and Greek, whereas girls' education focused on reading, writing, sewing, singing, dancing and French. This was because girls' education involved preparation for marriage, running a home and entertaining whereas boys' education aimed at preparing them for work: the army, perhaps, or a political life. Gradually, free state schools began to be provided for all children, and at the end of the 19th century, school became compulsory for all until the age of 13. This meant that all boys and girls, from rich or poor backgrounds, had the opportunity to learn to read and write. During the 20th century, the school leaving age was raised again. Girls and boys began to be treated more fairly; they could study the same subjects within the same classroom, and all children had the right to take the same exams.

i

The school system has changed so all children have the right to an education.

Exercise 11. Check out the list of frequently used transition words (expressions). Make 5 sentences using words from different categories.

Illustration

Thus, for example, for instance, namely, to illustrate, in other words, in particular, specifically, such as.

Contrast

On the contrary, notwithstanding, but, however, nevertheless, in spite of, in contrast, yet, on one hand, on the other hand, rather, or, nor, conversely, at the same time, while this may be true.

Addition

And, in addition to, furthermore, moreover, besides, than, too, also, both-and, another, equally important, first, second, etc., again, further, last, finally, as well as, in the second place, next, likewise, similarly, in fact, as a result, consequently, in the same way, for example, for instance, however, thus, therefore, otherwise.

Time

After, afterward, before, then, once, next, last, at last, at length, first, second, etc., formerly, rarely, usually, finally, soon, meanwhile, at the same time, for a minute, hour, day, etc., during the morning, day, week, etc., most important, later, ordinarily, to begin with, afterwards, generally, in order to, subsequently, previously, in the meantime, immediately, eventually, concurrently, simultaneously.

Space

At the left, at the right, in the center, on the side, along the edge, on top, below, beneath, under, around, above, over, straight ahead, at the top, at the bottom, surrounding, opposite, at the rear, at the front, in front of, beside, behind, next to, nearby, in the distance, beyond, in the forefront, in the foreground, within sight, out of sight, across, under, nearer, adjacent, in the background.

Concession

Although, at any rate, at least, still, thought, even though, granted that, while it may be true, in spite of, of course.

Similarity or Comparison

Similarly, likewise, in like fashion, in like manner, analogous to.

Emphasis

Above all, indeed, truly, of course, certainly, surely, in fact, really, in truth, again, besides, also, furthermore, in addition.

Details

Specifically, especially, in particular, to explain, to list, to enumerate, in detail, namely, including.

Examples

For example, for instance, to illustrate, thus, in other words, as an illustration, in particular.

Consequence or Result

So that, with the result that, thus, consequently, hence, accordingly, for this reason, therefore, so, because, since, due to, as a result, in other words, then.

Summary

Therefore, finally, consequently, thus, in short, in conclusion, in brief, as a result, accordingly.

Suggestion

For this purpose, to this end, with this in mind, with this purpose in mind, therefore.

Exercise 12. Find the transition words in the text below. Determine which categories they belong to. Complete text with transition words (at least three) from the exercise 11.

Digital nomads

More and more freelancers now work remotely using the Internet and their computers or smartphones. However, it doesn't just mean they work from home – that's fairly common nowadays – they have found a way to work full-time and travel abroad at the same time.

Provided you have a good access to the internet you can work virtually anywhere. If this type of life appeals to you, you are ready to become a “digital nomad” and see the world. There are drawbacks of course: you can live, work and travel like that only if you get rid of all the unnecessary belongings like your flat, your car, your TV etc.

In addition, to become a digital nomad one has to be extremely well-organized, disciplined and have a few useful skills. For example, it can save you a lot of money if you can cook. Obviously, a good command of one or two foreign languages could be an extra advantage. Fortunately, these days even if you find it difficult to speak a foreign language, there are apps and devices that can get you out of some trouble.

Remember that if you travel to Asia or Africa you will need to take out cash from your account from time to time. In some countries there might be some extra fees to use the local cash

machines. It's a good idea to find out about a local bank's regulations beforehand.

If you're planning to stay longer in one place find some comfortable and, if possible, economical long-term accommodation. You will want to see places, so find out about the public transport options there and perhaps available discounts.

Finally, there are a few unpleasant issues you need to deal with: paying taxes and getting your health insurance. After all, you don't want to end up in a hospital at the end of the world down with some tropical illness and pay through your nose for your treatment. On the other hand, getting arrested for tax evasion is not a welcome option either. So, make sure you clearly understand all tax regulations and your income tax is paid when it is due.

Exercise 13. Please read the following text about types of innovation. Then answer the questions that follow.

Definitions and types of innovation

1. The widely used definition of innovation set out in the Oslo Manual: Guidelines for Collecting and Interpreting Innovation Data (OECD, 2005). This sets out four main types of innovation (OECD, 2005):

2. Product innovation – a good or service that is new or significantly improved. This is perhaps what we think of most often when we think of an innovation. Recent examples of product innovation would be 'smart' phones and tablet computers.

3. Process innovation – a new or significantly improved production or delivery method. Innovations in the way things are made can critically effect, for example, how widely accessible they are. A recent, and widespread, example would be the shift in many retail sectors such as clothing, books and groceries to online sales and associated distribution.

4. Marketing innovation – a new marketing method involving significant changes in product design or packaging, product placement, product promotion or pricing. The English football Premiership might be seen as an example of marketing innovation. The old First Division was replaced by a new organization that sold broadcast rights via a new television provider, making the English Premiership perhaps the richest football league in the world. Essentially the same product was repackaged and made available via paid-for subscription satellite TV.

5. Organizational innovation – a new organizational method in business practices, workplace organization or external relations. Open source software is organized very differently from conventional software development and has become an important source of software such as the Linux and Android operating systems and a wide range of applications (including the Firefox browser and Zotero reference management system).

6. The OECD definition focuses on what is innovated – product, process, marketing or organization – rather than how or why people or organizations choose to use an innovation, or how an innovation might be produced.

**Express your opinion about innovations.
Follow these questions.**

- ***What is the biggest innovation to change our lives?***

Maybe it is technical (internet, applications) or health (antibiotics) or cultural (theatre, television). Perhaps it is connected to your studies. Or maybe your personal experience.

- ***Why is / was it so important?***

Complete the text with an introduction and conclusions, and the main part with transition words.

Exercise 14. Build the structure of your topic, using scheme below. You have to write at least 2 subtopics with some details. After that write your article (thesis, essay).

topic: _____

introduction: _____

subtopics - supporting arguments:

--	--	--	--

details:

<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____
<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____
<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____
<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____
<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____	<input type="radio"/> _____

conclusion: _____

Exercise 15. *Finalize your text in compliance with accepted standards (see below).*

Papers are typically in 12 point Times New Roman font with double spacing and one-inch margins all around.

Write your name, the course, the instructor's name, and the date here

Writer's name
WRIT 1201
Professor's name
September 20, 2022

Title

Writing an Organized Paper

Academic papers often include a thesis in the first paragraph.

The ability to write a well-organized and insightful paper is very important in order to be successful at the University of Minnesota. Most classes require at least one written assignment, and professors expect a high level of writing skill. A good paper generally includes a thesis, paragraphs that support it, and a strong conclusion.

Every paragraph begins with an indication of five spaces (created with the "tab" or "return/enter" key).

A good thesis is integral to any academic paper and should work as a general summary of the argument or main point of the paper. The thesis needs to be clear, and it should outline the main points to be discussed. Sometimes just making a list of the basic things you plan to write about and then compiling them into a sentence is enough. The rest of the paper should then follow the plan laid out by the thesis.

In general, each paragraph should start with a topic sentence.

In order for readers to be able to follow the topic of a paper, each paragraph should be related to what was introduced in the thesis. A good way to start is by making a topic sentence to begin each paragraph. The topic sentence is often an extended or elaborated version of some part of the thesis statement. For example, this paper's thesis mentions "paragraphs that follow (the thesis)", and the topic sentence for this paragraph expands on that idea. The rest of a paragraph should

include evidence to support or explain the topic sentence.

Note how the ends and beginnings of paragraphs work to create a transition between ideas.

Once readers have been led through the paragraphs that support your main point, they will expect to find a solid conclusion that discusses the significance of what they have just read. If the thesis predicts the main point of the paper, then the conclusion emphasizes the importance of your main point in some large context. In the case of this paper, a conclusion might point out that following the general guidelines for presenting your ideas in an academic setting allows your papers to make an impact on readers. Readers appreciate your presenting a paper in a way that's familiar to them; in turn, they are more likely to be open to your unique perspective.

Exercise 16. Give the feedback for one of your peer's essays or one of the texts below. Ask these questions:

Was the topic interesting for you? Why or why not?

Summarize in a sentence or two what the writer is arguing, if you can. If you cannot, say what the writer might do to make the argument clearer.

What strategies or evidence does the writer use to support and/or develop his/her argument? Has the writer effectively supported the argument? If not, say what the writer might do to support the argument more effectively.

Where does the writer offer alternative viewpoints about the theme? Is this sufficient to capture alternative viewpoints related to the topic? If not, say what the writer might do to better acknowledge alternative viewpoints.

Are there so many unconventional features in the writing (spelling, sentence structure, vocabulary, and so on) that you found them interfering

with your reading? Identify in particular one of these features so the writer can focus on it for his or her revision.

Did you find the introduction effective? If so, please describe what features make it effective. If not, make a few suggestions for how the writer can improve it.

Did you find the conclusion effective? If so, please describe what features make it effective. If not, make a few suggestions for how the writer can improve it.

What did you like best about this essay?

What did you learn about your own writing based on responding to this writer's project?

Text 1

Why people socialize less today

Earlier People used to get together for picnics and social gatherings. There was immense amount of interaction between people. That is another reason why more and more people knew each other and helped each other in times of need. But nowadays the scenario has changed. People spend less time together. Below are the reasons mentioned.

People no more take part in gatherings because technology has replaced the need to interact in person. People text each other or talk on mobile phones preferring the latest technology than socializing. Even children and youngsters are getting addicted to mobile phones and prefer to stay at home with their phones rather than play and interact outside.

People today want a rich lifestyle. They want to attain all kind of luxuries and that is another reason why they don't have time to communicate with others. They are busy chasing their dreams. This is why scientists are becoming concerned over this kind of lifestyle which is throwing many people towards a robotic life.

Youngsters especially are so glued to their mobile phones that they have stopped communicating with their friends. They don't take part in extracurricular activities instead they prefer their tablets and I-phone. This is becoming a growing concern as many are thrown into the vacuum of

isolation and end up being alone. This is another reason why suicide is growing in number today worldwide.

Socializing is a healthy thing. It broadens our mind and gives us memorable time. It is a kind of recreation. Hence thinking about the future, steps should be taken in educating people so that more and more people engage in person to person conversation instead of picking their cell phones.

Text 2

The reasons why nowadays people are unhappy

Despite the improving socioeconomic conditions there is a huge number of unhappy people as countless surveys show. Facts speak for themselves that by the last thirty years both adults and adolescents are reporting less happiness than they have before. In addition, numerous indicators of depression, or suicidal ideation, self-harm, drug and alcohol addiction increased sharply since 1990, particularly in the richer western countries. This decline of mental wellbeing seems paradoxical. By most accounts, nowadays people in economically developed countries should be happier and more content than ever. The violent crime rate is low, as is the unemployment rate. It is generally expected that as the living standards improve, so should happiness – but it has not. This essay will discuss the reasons why there is this paradoxical fact, trying to identify a different definition of happiness.

A critical and superficial common point of view equates success and professional fulfillment with happiness. Surprisingly, the more people pursue the ideal job and the perfect relationship, struggling for these pointless aims, the more they feel hopeless, lonely and anxious. That is not to say that social and personal purposes are not important. It only means that everything which is based on external motivation could be disappointing, especially because it often requires betraying higher ideals and important ethical values. So, what is true happiness?

Upon closer examination, happiness means self-fulfillment and it cannot depend on external aspects, like social or personal outcomes, important but not essential, though. In fact, happiness is connected to existential meaning and moral significance. It is an ongoing difficult process, which takes honest endeavor and strenuous effort, but it is worthy

to be achieved because it is about being authentic. Authenticity involves what is philosophically called transcendence. Transcendent conditions are those bliss moments when there is a deep and metaphysical connection to a higher more beautiful reality. These creative states remind people that there is something else beyond the self: the enjoying importance of helping and serving others.

It could be argued that it is impossible to be really generous and capable of taking care of other people. According to this understandable opinion, it could be added that human nature being what it is, people will insist upon getting only pleasure for themselves. This would be persuasive only if it was not considered that pleasure, authentic pleasure, implies joy and joy is connected with a moral compass, not measurable or quantifiable social standards. It goes without saying that education is the most important factor that should be considered in order to bring up new generations more aware of what happiness is about.

All things considered, the unquenchable desire of being sincerely happy puts the onus on the responsibility to step out and do whatever is requested to change unhealthy lifestyles distracting from the focus of questioning deeply and thoroughly. The basic pillar of happiness is supported by gaining existential significance and it cannot be beguiled with material objects. It is held up by care and interest towards others. Only that meets the human need of being meaningful. Happiness is likely to be conquered also in difficult situations only taking stock of where people is headed and what they have achieved so far. On the contrary, anguish and desperation will be the last words.

Text 3

Why people believe in horoscopes and astrology nowadays

Although over time astrology and horoscopes have lost credit because of the modern science, nowadays there are many people who still believe in them. As a life style, a fad or a job, this essay is going to give some reasons why people believe that their fate is in the sky.

Astrology and horoscopes have been studied for many centuries. A long time ago, kings and queens consulted astrologers, sages who read the stars and planets, to make decisions. They were dedicated students of mathematical calculations, astronomy and more to interpret the stars and planets. Recently, there are people who continue studying this

pseudoscience thinking that in the sky is their fate. In fact, there are some schools and blogs that offer courses to study astrology to improve their life.

Trying to understand the self is an important issue for many people, so it is not a surprise to find popular magazines and blogs full of information about astrology and horoscopes that warn and advise readers about their destiny, especially in media aimed at teenager who are an audience interested in fads where patterns of identities are easy to fit. So, the horoscopes and positions of the stars and planets can be found everywhere at any time.

The study of the sky is taken seriously for many people. Actually, for some of them it is essential to read their horoscope or in which position the stars are to begin their day. It turns into a kind of faith or lifestyle in which they based their life decisions or justify their actions.

Astrology and horoscopes have been part of the life of many people throughout the time. Nowadays, they keep being very popular, particularly among teenagers or people who want to know what the future holds. As a hobby, a lifestyle or a serious study, people will keep believing and studying in astrology and horoscopes for a very long time.

Text 4

Why coffeeshops are so popular nowadays

The coffee plant was discovered in Ethiopia in the 11 century and they called it “magical fruit”, whose leaves was boiled and people told that it has medicinal properties. Coffee spread quickly through the Arabian Peninsula, after Istanbul was introduced to coffee in 1555. In the Ottoman palace a new method of drinking coffee was discovered by beans roasted over a fire before boiling. In this way coffee became definitely popular: people of Istanbul became acquainted with this beverage through the establishment of coffeehouses; people came here throughout the day to read books and beautiful texts, play chess, discuss poetry and literature. Thanks to the efforts of merchants and travelers, coffee arrived to Europe and subdued the whole world. Taking into account coffee importance, we will try to understand why coffeeshop became such a popular in a world. Nowadays, we continue to admire this good smelling beverage. It could be argued about its originality and singularity, – such a basic it became today!

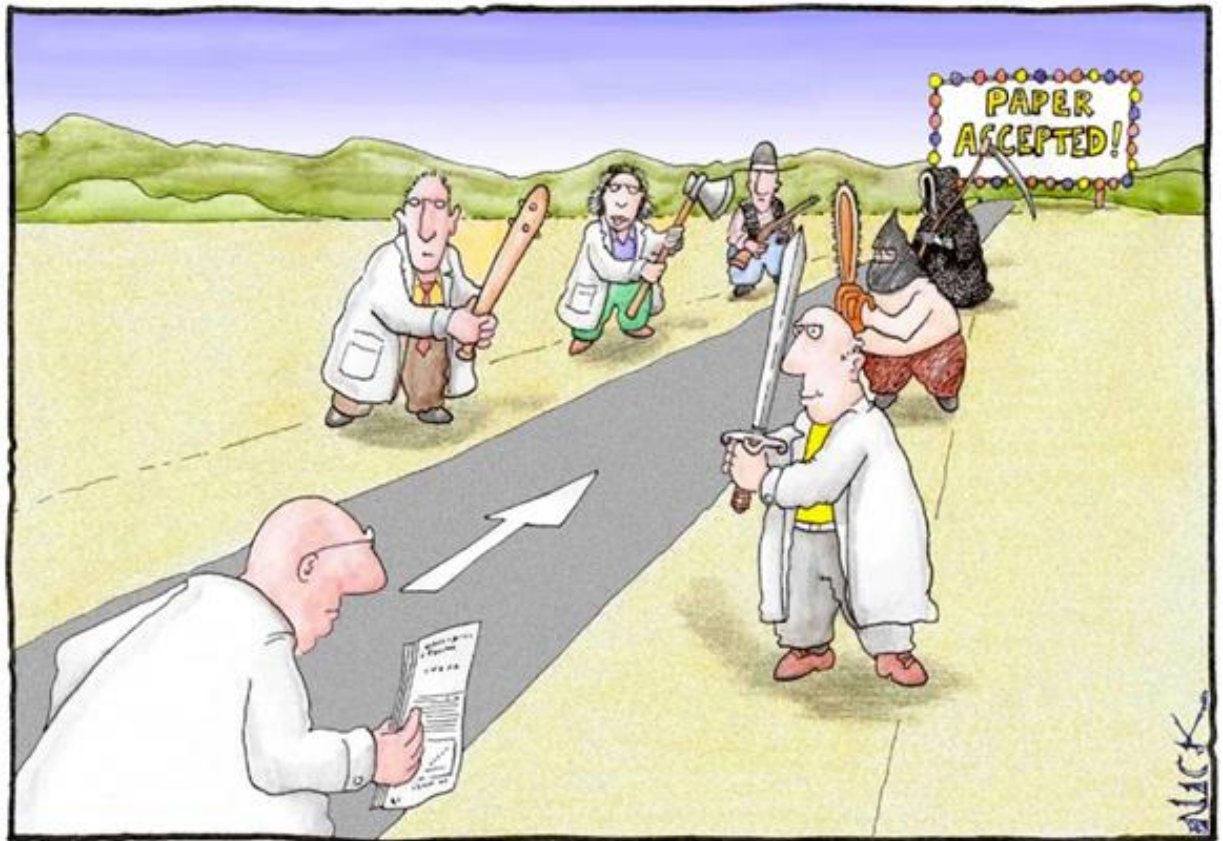
But what can be better than a cup of coffee when you wake up to begin your day properly or take a break during your busy office day? Based on the result from an omnibus survey, involving of 2000 people across the UK population, were found that people drink on the average around 4 cups of coffee per day, what is completely crazy for UK because of traditional tea popularity. People drink on their way to work, at home, at work and into a coffeeshop or restaurant.

In our modern world coffeeshop plays an important role. People came to have their breakfast, lunch, to have some conversation between colleagues, friends. It is democratic and not an expensive way to be together, or meet new people. These days, lots of agency recruitment invite job applicants to speak out about a job vacancy, post description, capacities, duties, candidate abilities etc. This helps people to be more confident, relax and speak better about their expectations and hopefulness, also to understand the work features better. Some people came with a laptop spending a whole day to work on it. If we don't like to be alone and feel lonely, it is much nicer to have this friendly and pleasant environment, good atmosphere, mostly if some famous drink and cookies just in front of us. That sounds fabulous! To sum up, we can definitely say that coffee is connecting people and, pay attention, it is without alcohol, full of antioxidants and widely recommended by doctors. We can make some prediction that coffee will be consumed and attract the new adepts mostly around stations, offices, universities etc. People like drink coffee and to be together!

Text 5

*Why to improve English academic writing skills
is important to researchers all around the world*

Many years ago, researchers publish their work mainly in their mother language in journals of their own country. Nowadays this reality is over, and more and more researchers are publishing in English in international journals. Therefore, this paper will discuss why to improve English academic writing skills is important for researchers all around the world English has become the language to use in most international academic journals. Therefore, if a researcher wants his work to be available to many people, it is crucial to be able to clearly convey his message in English. Furthermore, writing an academic essay is not quite the same as writing a letter to a friend, and is important to have attention to



Topic 4

ORAL ACADEMIC COMMUNICATION

1. Main formats of academic presentations and their particularities.
2. Basic purposes of academic presentations and their features.
3. The structure of a typical presentation:
 - ✓ introduction,
 - ✓ body,
 - ✓ conclusion.
4. Two main criteria for a presentation: content and delivery (verbal and non-verbal).
5. Rehearsing the presentation.
6. Avoiding stage fright.
7. Handling the questions. Academic discussion.

Primary sources

1. Weber D.E. Tips to Follow when Giving an Academic Presentation / David E. Weber. – <http://people.uncw.edu/weberd/dwhandout4.pdf>.
2. Giving an Effective Academic Presentation. – <http://eapcslc.nd.edu/files/2013/10/Giving-an-Effective-Academic-Presentation.pdf>.
3. Presentation Skills – Good Practice. – <http://www2.hull.ac.uk/li/PDF/Presentation%20Skills.pdf>.

Supplementary sources

4. Getting your point across. An academic guide to giving presentations. – http://www.iasnr.org/wp-content/uploads/2015/04/Academic_Guide_to_Presentations.pdf.
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oral academic communication
credibility of the speaker
ensure ultimate success
missing gaps in our knowledge
evoke sympathy from your audience
trustworthy expert
give a speech in front of strangers
receive written feedback
rephrase in different words
be presented in an unbiased way
conveying accurate information
time allotment for a typical presentation
counterarguments
confirmed studies and statistics
simplify complex ideas
offer a concession before refuting
off-topic
content and delivery
script and outline
emphasize important points
butterflies in the stomach
tentative statement
lively discussion

***Exercise 1.** What do you think would be the most effective hook for a speech on each general topic below? Give one idea for each.*

- medicine
- travel
- education
- culture

For example, for travel, I could use the following hook:

Ask the audience if they have ever gotten lost in a foreign country.
Then tell the audience about the time I got lost in China.

Exercise 2. Check if you can correctly identify the parts of the introduction to the presentation.



Exercise 3. Prepare your own presentation on one of the topics below.

T o p i c s :

- Summarize and critique a recent book (article) you have read.
- What is a current problem your local community (city or neighborhood) is facing? What should be done about it?
- What is a health concern that people might not be aware of or should know more about?
- What is success and how can people achieve it?

Presenter _____ **Topic** _____

	Comments	Points
<p style="text-align: center;"><i>Preparation</i></p> <ul style="list-style-type: none"> - Is familiar with the topic - Has knowledge about the handout and student lecture 		/10
<p style="text-align: center;"><i>Physical Presence</i></p> <ul style="list-style-type: none"> - Is on the same level as the rest of the group - Has eye contact with the other members of the group - Has a clear desk and has no distractions in hand - Lean into the conversation and uses positive conversational body language, inc. smiles and nods 		/10
<p style="text-align: center;"><i>Focus on Topic</i></p> <ul style="list-style-type: none"> - Makes comments relevant to the conversation - Encourages others to stay on topic - Summarizes clearly 		/10
<p style="text-align: center;"><i>Listening to Understand</i></p> <ul style="list-style-type: none"> - Is interested in what others have to say - Takes quiet time to process the information - Asks follow-up questions 		/15

<p style="text-align: center;"><i>Clear Communication</i></p> <ul style="list-style-type: none"> - Organizes ideas before they are shared - Elaborates and gives specific example to illustrate ideas - Uses sentence frames and language cues - Reads listeners' gestures and adjusts accordingly - Negotiates an idea respectfully 		/15
<p style="text-align: center;"><i>Critical Thinking</i></p> <ul style="list-style-type: none"> - Asks for evidence, elaboration, and clarity - Analyzes ideas - Synthesizes ideas - Evaluates ideas 		/15
<p style="text-align: center;"><i>Dynamic Use of Voice and Gestures</i></p> <ul style="list-style-type: none"> - Emphasizes important ideas by saying them louder and longer - Has energy in the voice and gestures - Varies speed and pitch of speech 		/10
<p style="text-align: center;"><i>Attitude</i></p> <ul style="list-style-type: none"> - Encourage others - Uses the names of group members - Does not interrupt - Responds positively to the ideas of others 		/15
<p>Total (100 possible)</p>		/100

Discuss 1-2 presentations with using these phrases

I. Giving Opinions

It seems to me that . . . Well, in my opinion, . . . To bring up another point, . . . I'd also like to point out that . . . As I see it, . . . As far as I'm concerned, . . . It is my considered opinion that . . . There's no doubt in my mind that . . .

II. Expressing Agreement

That's a good point. I couldn't agree more. That's my feeling exactly. I think we are in agreement on that. I agree with you completely. I agree entirely with your point of view.

III. Expressing Partial Agreement

By and large, I would accept your views, but . . . I agree with you on the whole, but it could also be said that . . . I agree in principle, but . . . Although I agree with most of what you've said, I find it difficult to agree with your point about . . .

IV. Expressing Polite Disagreement

But don't you think that . . . I'm not sure I agree with you on that. What I think is . . . I'm afraid I have to disagree with you. Yes, that may be true, but . . . I see what you mean, but . . . I have some sympathy with your position, but . . . I'm not totally convinced by your argument. I must take issue with the argument you've just made.

V. Asking for Clarification

I didn't follow what you said about . . . I'm not sure what you're getting at. Correct me if I'm wrong, but are you saying that . . . I'm afraid I'm not quite clear what you mean by that. I'm sorry, but I didn't get your last point. Could you go over it again? When you say . . . do you mean that . . . Would I be correct in saying that . . . Am I correct in assuming that . . .

VI. *Clarifying One's Position*

That's not exactly what I mean. Let me put it another way. Basically, what I'm trying to say is . . . My point is that . . . Perhaps I haven't made myself clear. Perhaps I should make that clearer by saying . . . I'm afraid there seems to be a slight misunderstanding. To be more specific, . . .

Exercise 4. Complete the sentences.

... presentation is a traditional speech where you stand up and talk in front of your peers.

In ... the goal is to teach the audience something, your task is to explain the concept, describe an event or demonstrate a process.

Your task in ... is to influence the audience to think and act in a particular way.

An effective introduction has three main elements ...

There are three modes of persuasion .., .., and ... is the credibility of the speaker. ... is the appeal to the audience's emotions. ... is about reasoning, the logic of your arguments.

You can use ... or ... to help the audience visualize your ideas.

For an especially difficult question, you can use the following phrases before pausing...

To help people understand better you can ...

One way to simplify complex ideas is ...

The first thing you should do for a powerful conclusion is ...

By the time you reach the ... you have covered a lot of information.

The first thing you should do in conclusion is to ... the main points that you made earlier.

The advantage of following an outline over reading or memorizing an exact script is that it ...

By speaking slightly ... than you normally do, you are helping the audience to focus on actively listening to your message.

Exercise 5. Read the sentences below about the presentation practice and then decide whether these statements are TRUE (T) or FALSE (F).

It is okay to put text near the four borders.

Cursive fonts look good on slides.

It is best to use dark text on a dark background.

Visual evidence includes photographs and diagrams.

Blurry images are okay if they're big enough.

Template colors and fonts should be the same throughout the slides.

Use numbers, letters, and bullets.

Your slides should contain everything you want to say.

Sound effects make your slides more interesting.

Standing in front of your slides will encourage the audience to read them.

You should have three copies of your presentation file.

Exercise 6. Choose the correct answer.

1. What is the purpose of a persuasive presentation?
 - a. Propose your own solution to a problem;
 - b. Summarize a chapter from the textbook;
 - c. Describe what you've learned from an internship;
 - d. All of the above.

2. What is the purpose of an informative presentation?
 - a. To give accurate information;
 - b. To influence the audience's opinion;

- c. Both of the above.

3. Which of these are common methods used as a hook? Choose all that apply.

- a. Showing a picture or prop;
- b. Creating a scenario;
- c. Telling a true story;
- d. Telling a lie;
- e. Giving a surprising fact.

4. What are the parts of an effective introduction? Choose all that apply.

- a. Context;
- b. Body;
- c. Concept;
- d. Outline;
- e. Greeting.

5. Which of the following are appropriate types of evidence to include in the body of an academic presentation? Choose all that apply.

- a. Definitions;
- b. Descriptions;
- c. Facebook posts;
- d. Statistics;
- e. Testimony.

6. In which order should the elements of a powerful conclusion appear?

- a. Summary, epiphany, thanks, questions;
- b. Summary, thanks, epiphany, questions;
- c. Thanks, summary, epiphany, questions;
- d. Thanks, questions, summary, epiphany.

7. Which mode of persuasion is about the step-by-step, logical development of your arguments?

- a. Pathos;
- b. Ethos;
- c. Logos.

8. Which of the following should you do in a presentation?

- a. Speak at the same speed you usually speak in conversation;
- b. Blow gently into the microphone before you start to test that it is working;
- c. Change the pitch and stress in your voice as you speak.

9. Which method of simplifying complex ideas is being used when you hold a full glass of water and try to pour more water into it to show what will happen to oceans as a result of global warming?

- a. Approximation;
- b. Illustration;
- c. Acronym.

10. Which method of simplification is the phrase below used for?

...is like...

- a. Acronym;
- b. Approximation;
- c. Example;
- d. Analogy.

11. About how many words per minute does an effective presenter speak?

- a. 130;
- b. 100;

- c. 150;
- d. 180.

12. Do not arrive early to the presentation. You will feel awkward and you may have to talk to the audience before it's time. Explain your answer.

- a. True;
- b. False.

13. Regarding rehearsing, all of the following are true EXCEPT _____.

- a. Consider the equipment that will be available to you at the location of your presentation.
- b. Try rehearsing sitting down and standing up to get extra practice and become less nervous.
- c. It is a good idea to simulate the actual location of the presentation as best as possible.
- d. It is a good idea to stand up while you rehearse because people tend to speak better when they are standing.

14. Considering time, it is best to _____.

- a. never look at a clock;
- b. set a quiet timer that will let you know when a certain amount of time has passed;
- c. discreetly keep an eye on the clock while rehearsing and during your actual presentation.

15. An example of a distracting nonverbal mannerism is _____.

- a. holding your notecards;
- b. saying "you know" a lot;

- c. touching your hair;
- d. using your slideshow remote.

16. Making an outline will help to alleviate nerves during the presentation.

- a. True;
- b. False.

17. Having a cup of coffee or some candy before the presentation will give you more energy and help you to make it through the presentation.

- a. True;
- b. False.

18. Slowing down your speech will help with nerves.

- a. True;
- b. False.

19. Which of following are good phrases to use to give yourself time to think before answering a question? Choose all that apply.

- a. Let's see;
- b. I don't know;
- c. Let me think;
- d. Well.

20. You can state your preference regarding questions from the audience during _____.

- a. the introduction;
- b. the body;
- c. the conclusion.

21. Which of the following are good ways that you can show that you are interested in what your disputants have to say? Choose all that apply.

- a. Interrupt them and ask lots of questions;
- b. Smile as they speak;
- c. Nod in agreement with what they are saying;
- d. Lean in with your body.

22. When you want to prepare for an academic discussion, the most important thing to do is _____.

- a. To quickly read over the assigned reading;
- b. To react to the assigned reading;
- c. To write down key vocabulary from the reading;
- d. To take notes on the assigned reading.

23. An academic discussion should be like _____.

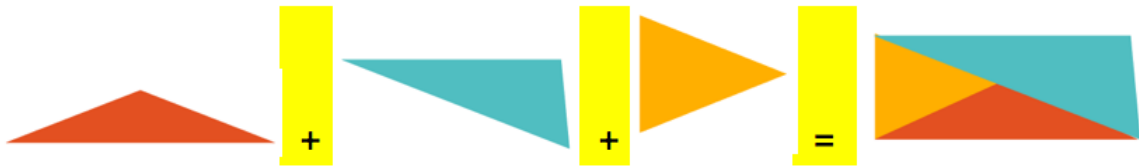
- a. a football game where the team works together against another team
- b. riding the rapids in a raft with everyone working equally to navigate the waters
- c. an exciting tennis match with strong hits to the ball.

24. Which diagram illustrates the concept of a good discussion the best? Why?

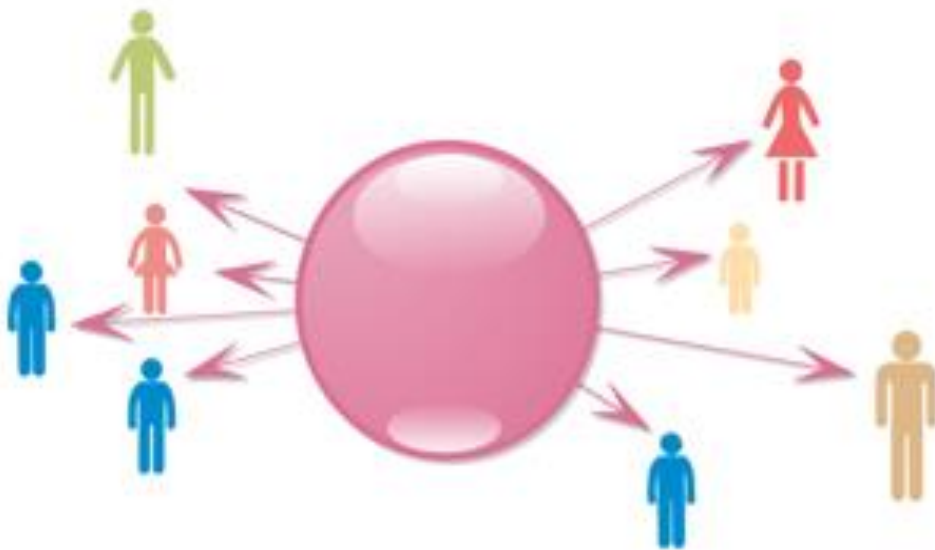
A



B



C



Exercise 7. Look at the picture of a group discussion. Then look at the problems and solutions listed below. Choose one problem and one solution that match the picture.



Solutions :

- a. Organize yourselves so that all participants are on an equal level and can see each other easily.
- b. Come to the conversation with an open mind and collaborative attitude.
- c. Clear a good work space free of barriers and distractions.

Problems :

- d. Students' body language shows an unwillingness to participate.
- e. Students are not in a position to talk because their backs are to each other.
- f. There is too much clutter on the table top.

Exercise 8. Put these expressions in a proper column: allow eye contact, easy to change some details, does not sound natural, no room for improvising, difficult for long speech.

Script	Outline

Exercise 9. Check your knowledge about non-verbal delivery practice.



Exercise 10. In the pictures below, there are several techniques that help memorize. Which ones do you think are the most effective and why? Which ones have you already used?

1. USE ACRONYMS!

The clarity of the acronym jogs your memory on the topic.

2. PRETEND TO TEACH SOMEONE!

Exercises your brain to present information in a clear, concise manner in preparation for a test.

3. STUDY OVER THE COURSE OF 4 DAYS!

Do it piece by piece and repeatedly so it becomes ingrained in your memory.

4. WRITE NOTES!

Engages you in the process of synthesizing and summarizing.

5. READ NOTES BEFORE SLEEPING!

Has been linked to enhanced memory and recall.

6. FIND WHAT WORKS FOR YOU!

Use these tips and tailored them to your learning styles!



MEMORY TIPS

Draw Diagrams

Write Keywords

Take regular study Brakes

walk Speak out loud

Setting facts and figures to music

Visualize

Practise

① Play memory games

② Review what you did at the end of the day (in your mind or journal)

③ Relax your mind (close your eyes and sit in stillness, focus only on your breathing)

④ Visualize (memorize a list by visualizing it so it takes root in your memory)

⑤ Repeat the information over and over (saying them out loud helps!)

⑥ Memorize poems (start short, then get bigger!)

⑦ Turn lists into stories

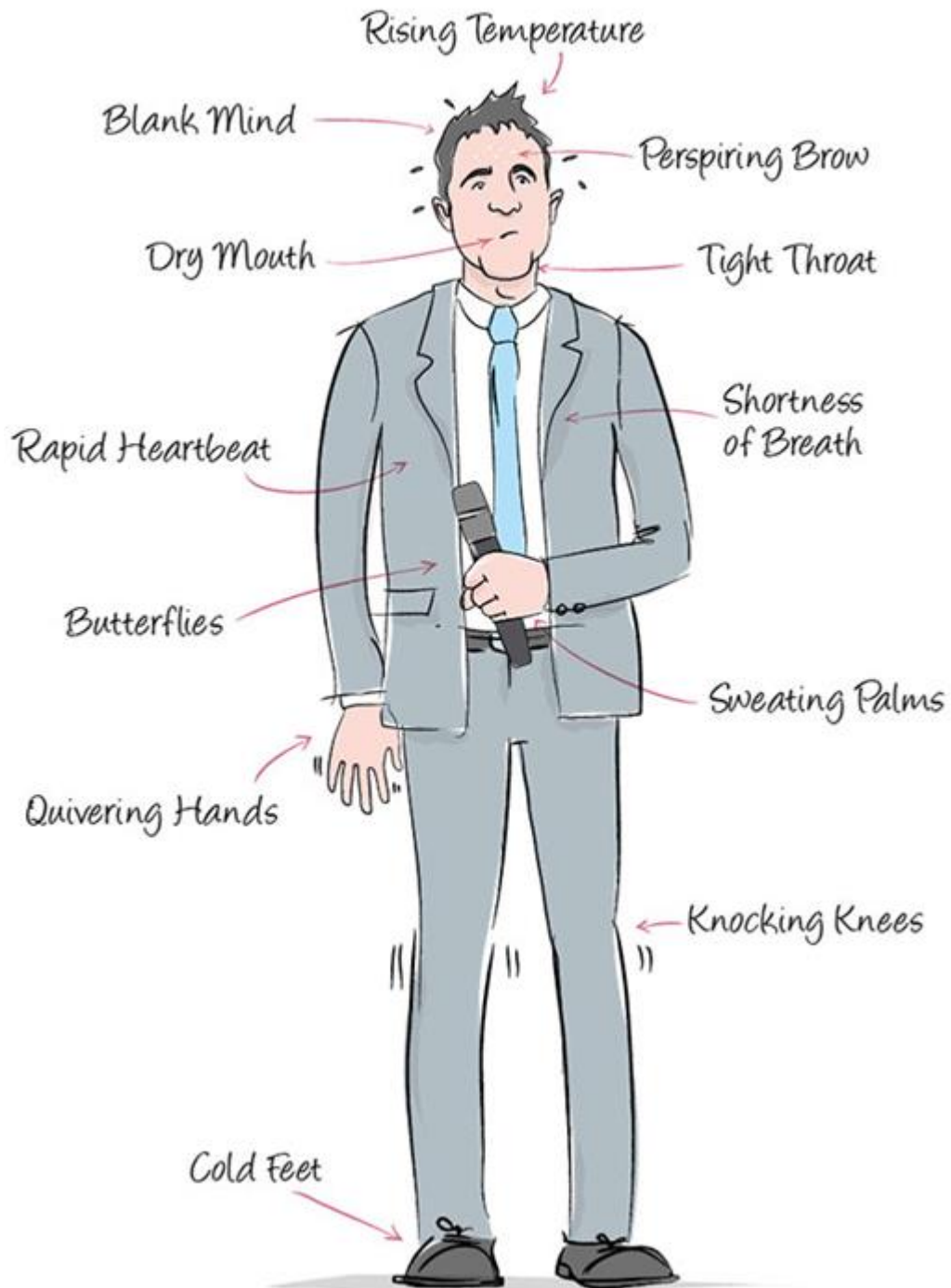
⑧ Play games that take brain power!

⑨ Turn long lists into groups



Exercise 11. Which of these symptoms that indicate stage fright do you have? How do you usually deal with them before public speaking? Are these effective techniques or not?

Symptoms of *Presenteritis*



Exercise 12. Translate the text about overcoming stage fright. Which of these pieces of advice could be most effective for you and why?

STEP 1 Identify signs and symptoms



Knowing if you're truly experiencing anxiety is the first step! Symptoms include excessive sweating, increased heart rate, and shakiness.

STEP 2 Analyze your past performances



Look back on past performances, particularly those where you experienced stage fright, and identify patterns.

STEP 3 Re-contextualize key events



With those key incidents from step two, re-frame them in a positive light. What would you have done differently? What positive things came from it?

STEP 4 Exposure therapy



Determine small steps you can take to get used to performing. These could include simply imagining yourself performing, or performing at an informal gathering in front of friends and family.

STEP 5 Relaxation techniques



Arm yourself with relaxation techniques when setbacks occur, such as meditation and progressive muscle relaxation.

STEP 6 Acceptance



Remember: you're not alone. Allow setbacks to happen, refrain from self-criticism when they do, and celebrate the small successes along the way!

Exercise 13. Watch the video. In what situations, apart from public speaking, can the fear of the stage be manifested? How can you get rid of it? Is it possible to completely get rid of the fear of the scene?



Exercise 14. Check whether you understand the concept of stage fright and whether you know how to act to overcome it.



Exercise 15. How do you currently feel about giving a talk? To reflect upon your attitude towards communicating orally in formal academic settings. Which of the following statements are true for you?

		Yes/No
1.	I prefer to write rather than to talk about my subject, because I have had more practice at writing and can do it in my own time.	
2.	Being able to express myself clearly in speech will help me think clearly, and vice versa.	
3.	If I know I have to talk about something, I will definitely do some preparation, because I don't want to stand in front of others with nothing to say.	

4.	If I am interested in and knowledgeable about something, I find it easier to talk about it.	
5.	Explaining things to other people helps me understand them better myself.	

Exercise 16. Check your understanding of co-presenting practice. Complete the following sentences with the words from the bank.

goal	hand it over	research	organization
persuade	role	relax	takeaway
co-presenter	demonstration	listen and watch	equipment

1. Co-presenters may decide that the best way to organize the content of their presentation is through showing their audience rather than telling them. This type of organization could be described as _____.

2. Co-presenters should agree on what they to accomplish through their presentation. In other words, it is important that they have the same _____ in mind.

3. When one presenter is speaking, the other presenter should _____ carefully.

4. Any persons who presents with another person is a _____.

5. This concept, known as the _____, is very much related to the goal of a presentation. Co-presenters should agree about what they want their audience to leave with after their presentation.

6. It is necessary to consider one's interests, strengths and knowledge when determining how divide tasks related to _____.

7. At least one co-presenter should be responsible for confirming what _____ will be able in the presentation room.

8. If co-presenters share the goal of convincing the audience of the validity of their opinion, their aim is to _____ the audience.

9. Each presenter should assume a different _____ regarding speaking and non-speaking parts.

10. One way to transition from one speaker to the next is by saying, “I’s like to _____ to my colleague”.

Exercise 17. It takes time and practice to become an effective and confident presenter. Read each tip or pointer below and tick the box alongside it if you are already confident that you can do this well.

Planned learning outcomes	My strengths in this area	Things to work on next time
Academic content		
Knowledge and understanding of core material		
Extent, quality and appropriateness of research		
Conceptual grasp of issues, quality of argument and ability to answer questions		
Quality of management		
Pacing of presentation		
Effective use of visual material e.g. Power Point, visual aids, handouts (as appropriate)		
Organization and structure of material (introduction, main body, conclusion)		
Quality of communication		
Audibility, liveliness and clarity of presentation		
Confidence and fluency in use of English		
Appropriate use of body language (inc. eye contact)		

Responsiveness to audience and ability to answer questions		
------------------------------------------------------------	--	--

Exercise 18. Discuss the statements using the language given below.

National cultures will disappear completely in the 22nd century.

Believers are more moral than atheists.

Women make better leaders.

It should be illegal to kill animals for human consumption.

Attitudes towards children and pensioners are an indicator of the level of culture of society.

Marriage should be abolished.

The world has become too politically correct.

Internet is important and necessary for education.

	<ul style="list-style-type: none"> - Can you tell me more? - Can you give me another example so I can understand?
	<ul style="list-style-type: none"> - This reminds me of _____ because _____. - I believe this is true because.....
	<ul style="list-style-type: none"> - Why do you think that? - Could it also be that.....?
	<ul style="list-style-type: none"> - I agree with _____ because _____. - I would like to add _____.
	<ul style="list-style-type: none"> - I disagree with _____ because _____. - I respect your opinion but _____.

Exercise 19. Determine which types of behaviors during academic discussion are correct and which are not.

Addressing yourself to your teacher (boss).

Establish your position and stand by it stubbornly.

Be considerate to the feelings of others.

Talk with confidence and self-assurance.

Interrupting another participant before his arguments are over.

Being shy/nervous from group discussion.

Use irrelevant materials to prove your viewpoint.

Be analytical and fact-oriented.

Accept someone's point of view.

Accept the contradicting view.

Avoid distracting sounds or movements.

Repeat what's already been said.

Think about whether you agree with speaker's ideas.

Ask questions for clarification.

Critique people, not ideas.

Listen to understand rather than to reply.

Correct	Incorrect

Exercise 20. Watch the video that discusses the pros and cons of learning online or offline: “Is it better to study online or in a regular class?”.

What arguments did you hear?

Did you notice any incorrect behavior on the part of the participants in the discussion?

What phrases can we use to end the discussion?

Express your own point of view on this issue, using at least one template from each section.



Academic Language for Discussions

In my opinion ... I strongly believe that ___ because ... I think ___ because ... One idea is ... I noticed...	Comment
I agree/disagree with ___ because ... I share/don't share your perspective. I understand your point; however, ... I have a different/the same viewpoint.	Agree/ Disagree
A further example is ... One convincing reason ... According to the source ... To explain it another way ...	Elaborate/ Clarify
My response is similar to <u>(name's)</u> . To add to <u>(name's)</u> response ... My idea is different than <u>(name's)</u> . When I compare both perspectives, it seems ...	Compare Ideas

Exercise 21. Watch the video and answer the questions.

What barriers may arise during academic discussion?

Why was the first version of the discussion a failure?

What markers indicate a successful discussion in the second option?



Exercise 22. Divide the phrases below into the main types of discussion questions.

Agreement	Disagreement	Clarification	Expressing an Opinion	Predicting

I thought about it in a different way...

Could you explain how...
That idea makes sense because...
Why do you think that...?
I honestly believe that...
I hypothesize that...
What do you mean?
It seems to me that...
I partly agree with... because...
I want to understand this better...
I imagine that...
Could you say more about that?
I have a different idea because...
I have a question about...
My idea is similar to..... ...'s idea.
I predict that...
I was confused when...
Will you explain that again?
In my opinion...
I suppose not.
I'd like to say...
My strategy is like yours because...
Based on....., I infer that...
I have a different approach...
I want to understand this better...
How do you know, that...?
How do you feel about that?
I guess, you are right.

Positively not.

What's your evidence?

I am not sure I agree with what said because

Exercise 23. *During an academic discussion we can express different degrees of certainty. Insert the following phrases in the cloud from less certain (diplomatic) – neutral – very certain (left to right).*

I think...

As far as I know...

I'm convinced...



Topic 5

ETHICAL ASPECTS OF ACADEMIC COMMUNICATION

1. Scientific research as an ethically laden activity.
2. Codex of an academic integrity.
3. Misconduct: reasons, types, and consequences.
4. Ways in which academic dishonesty can be prevented.

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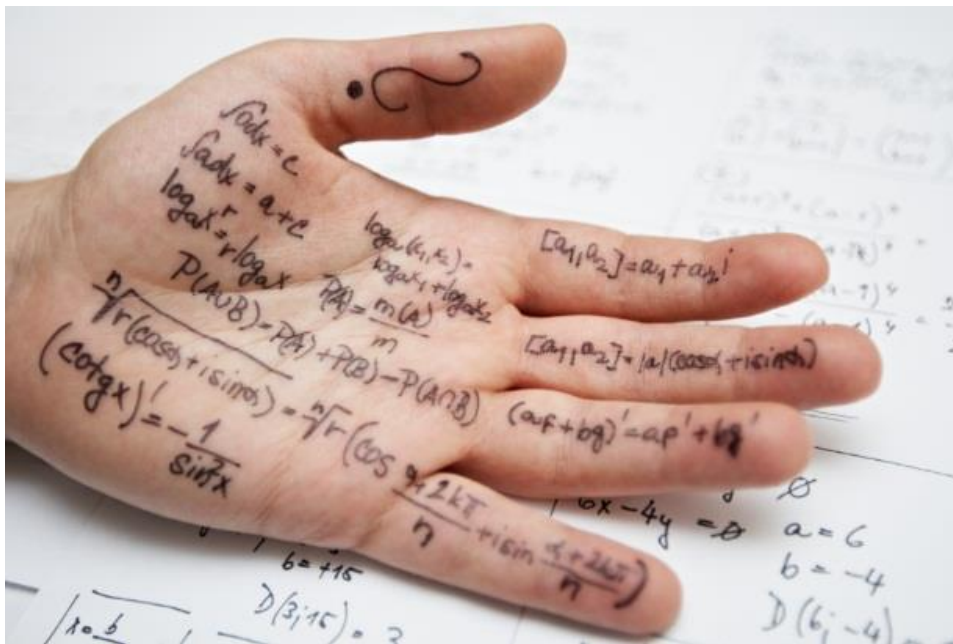
literacy in ethics
responsibility of researchers
scientific fraud
pseudo-science
zero tolerance level for plagiarism
preventive measures
misleading authorship
misuse of data
punishment should fit the crime
academic integrity
academic dishonesty
intentional fabrication
falsification
cheating

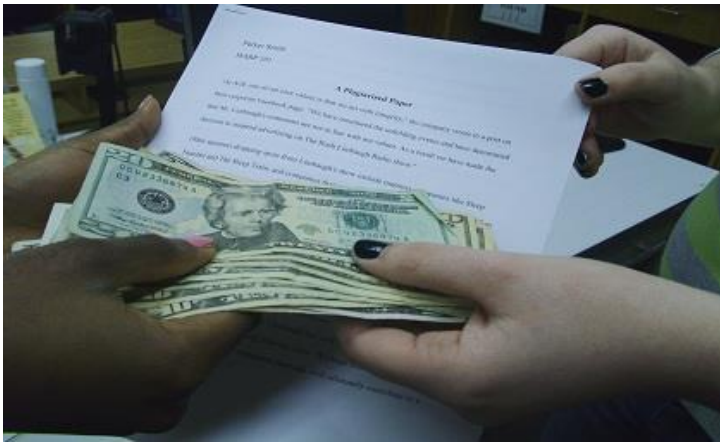
Exercise 1. Read the definition of collusion from Meriam-Webster Dictionary:

Collusion – secret agreement or cooperation especially for an illegal or deceitful purpose.

Which forms of dishonesty can involve collusion in the academic context?

Exercise 2. Look at the pictures. Which types of an academic dishonesty do they depict?





Exercise 3. You can see three main types of academic dishonest

behavior. What is the difference between them? What is the most common science fraud in your field?



Exercise 4. *Explain these terms about academic dishonesty:*

identity theft; copycat; ghost citation; cherry-pick; mosaic; self (auto) plagiarism.

Exercise 5. *Student A was writing an article on topic B. He tried to search for information on this topic via Internet. Helpful information was found on Wikipedia. The student just cut and pasted paragraphs from Wikipedia into his article without citation. Did student A demonstrate academic integrity?*

a. Yes, because Wikipedia articles have no author, therefore, anyone can use them.

b. Yes, because Wikipedia is like any other encyclopedia and contains only common knowledge so it is not necessary to quote or give credit to the source.

c. No, because he plagiarized the material from Wikipedia and should have used quotation marks and cited the source.

d. No, because he should have never used Wikipedia in the first place because it is not a reliable source.

Exercise 6. You can see one of the examples of plagiarism below. What constitutes plagiarism? Why is plagiarism unacceptable? What do you know of discussion about self-plagiarism? Which are particularities with plagiarism in the sphere of culture?

Buhari Caught Plagiarizing Obama’s 2008 Speech



“Let’s resist the temptation to fall back on the same partisanship and pettiness and immaturity that has poisoned our politics for so long. So, let us summon a new spirit of patriotism, of responsibility, where each of us resolves to pitch in and work harder and look after not only ourselves but each other”.

Barack Obama, victory speech delivered on November 4th, 2008

“We must resist the temptation to fall back on the same partisanship, pettiness and immaturity that has poisoned our country for so long. Let us summon a new spirit of responsibility, spirit of service, of patriotism and sacrifice. Let us all resolve to pitch in and work hard and look after, not only ourselves but one another”.

President Muhammadu Buhari, at the official Launch of the “Change Begins With Me” campaign, September 8th, 2016

Exercise 7. Study the document below. What types of punishment have you found? What do you know about this kind of situation in Ukraine?

**UNIVERSITY OF THE WITWATERSRAND,
JOHANNESBURG**



STUDENT DISCIPLINARY COMMITTEE

A. FINDING

On 23 March 2016 a student in the Faculty of Health Sciences was found GUILTY of misconduct in that during or about May 2015 at or near the Faculty of Health Sciences situated at the University of Witwatersrand, Johannesburg, and without just excuse, submitted a dissertation in partial fulfillment of the requirements for a Bachelor of Science with Honours that contained ideas, thoughts and writings of others and submitted it as if the ideas, thoughts and writings were his own, whereas in fact they were not such conduct falling within the definition of Misconduct as defined in paragraphs 1 and/or 4 of Rule 18 of the Rules for Student Discipline.

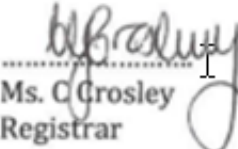
B. PUNISHMENT

The Student Discipline Committee imposed the following punishment:

1. The Student is to receive ZERO for the dissertation submitted in partial fulfillment of the requirements for a Bachelor of Science with Honours;
2. The Student is **excluded from the University for the remainder of 2016** terminating on 31 December 2016; and
3. The Student is **further excluded from the University for a period of 2 years** which exclusion is suspended on condition that the Student is not again found of misconduct involving academic dishonesty whilst registered at Wits.

C. PUBLICATION

The Student Discipline Committee agreed that the Faculty, offence and sentence be published without particulars of the student concerned.


.....
Ms. C Grosley
Registrar

Exercise 8. Watch the video. Write down the definition of plagiarism. What are the consequences of plagiarism mentioned in the video? What tips are provided here to avoid plagiarism?



Exercise 9. What do you know about the three main techniques (quote, paraphrase, summarize) to avoid plagiarism? Are the following definitions correct or not?

- The quoted sentence must be enclosed within double quotes (“...”) or set apart from the rest of the text as a block quotation;
- The summarized text must only match the source document in terms of meaning, not exact words;
- The paraphrased sentence must provide a short overview of the source text and be much shorter than the original version.

Exercise 10. Take the test and determine your level of awareness about the problems of plagiarism.



Exercise 11. Check out two or three online resources to check for plagiarism. Compare the opportunities they provide.



Exercise 12. Analyze the text below. What citation rules are violated here?

O. Makarenko argued, that "any religion has many functions in society: communicative, integrating, disintegrating, etc." [6]. And we completely agree with the opinion of the researcher – because it depends on a particular society and a particular religion. However, we must remember that not all religious systems are the same in their axiological component, and it is impossible to compare, for example, pagan polytheistic beliefs and Christianity: it is quite right G. Korablyov, M. Strokolist, V. Gurevich talk about the value aspect in religious sphere [7, 9].

Some religions offer us the idea of human sacrifice - as, for example, the religious systems of the aborigines of America [10, p. 12], others - the idea of a merciful God as Christianity [12, p. 20–24]. It is impossible to equate them in the axiological plan.

In the context of our topic, it is also important to consider the influence of Christianity on the culture of the European Middle Ages. It is known that this is the period when Christianity became the world religion. It created unique examples of sacred art. It was a period of search, discussion, controversy, the formation of church dogmas and canons. An example of such art is a Christian church with its symbols. A. Pogrebenny emphasizes: every detail in a Christian church is significant, carries a certain hidden meaning [15, p. 7]. Consider the main ones.



👉 FINAL TEST 👈

1. There are *popular sources*, *news sources*, and *academic sources*. Look at each webpage and decide what kind of source it is.

A



[Main page](#)
[Contents](#)
[Featured content](#)
[Current events](#)
[Random article](#)
[Donate to Wikipedia](#)
[Wikipedia store](#)

Interaction

[Help](#)
[About Wikipedia](#)
[Community portal](#)
[Recent changes](#)
[Contact page](#)

Tools

[What links here](#)
[Related changes](#)
[Upload file](#)
[Special pages](#)
[Permanent link](#)
[Page information](#)

Article [Talk](#)

Academic writing

From Wikipedia, the free encyclopedia



This article has multiple issues. Please help [improve it](#) or discuss these i

- This article **needs additional citations for verification**. (*December 2009*)
- This article's **tone or style may not reflect the encyclopedic tone use**

Academic writing is conducted in several sets of forms and [genres](#), normally in an impersonal and dispassionate to It usually circulates within the academic world ('the academy'), but the academic writer may also find an audience ou organized with adequate detail so that other scholars may try to replicate the results. Strong papers are not overly ge

This article provides a short summary of the full spectrum of critical and [academic](#) writing and lists the genres of aca (2004) and Hyland (2004) have pointed out, the amount of variation that exists between different disciplines may me the conventions that academic writers traditionally follow, has been a subject of debate.^[1] Many writers have called f example Clark (1997, p136).^[1]

Contents [\[hide\]](#)

- 1 [Discourse community](#)
 - 1.1 [Discourse community constraints](#)
 - 1.2 [Writing for a discourse community](#)
 - 1.3 [Misconceptions regarding fact and opinion in the discourse community](#)
 - 1.4 [Misconceptions regarding making a novel argument](#)
- 2 [Intertextuality](#)

B



[Studies in Philosophy and Education](#)
September 1994, Volume 13, [Issue 3](#), pp 203–212

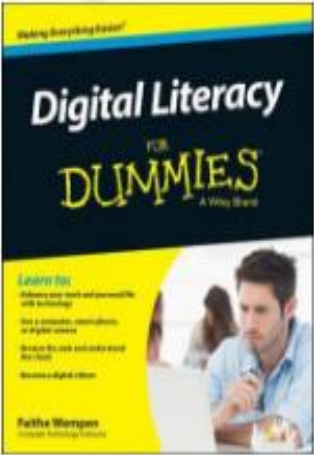
Popular art and education

Richard Shusterman

Article
[DOI: 10.1007/BF01077679](#)

Cite this article as:
Shusterman, R. *Stud Philos Educ* (1994) 13: 203. doi:10.1007/BF01077679

C



Digital Literacy for Dummies

by Faithe Wempen

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Develop and implement essential computer technology--with confidence Do you want to develop an understanding of technology to enhance your education, career, or personal life, but feel inhibited by your digital literacy? Fear not! Written in plain English and absent of undecipherable high-tech jargon, *Digital Literacy For Dummies* makes it easy to get a grip on computer bas ...more

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D

The Place of Cinema and Film in Contemporary Rural Australia

Karina Aveyard
Griffith University, Australia

Abstract

Decades of population decline, prolonged drought and the loss of important local services have significantly eroded the quality of life in many Australian rural towns, resulting in increasing levels of social dislocation. Against this backdrop rural cinemas operate as sites of popular entertainment and enjoyment, but are also highly valued as positive spaces around which isolated communities can gather and interact. They provide opportunities for engagement with film culture, but can also help promote important local community connections. This article explores the challenges of accounting for the cultural and social multiplicities of the rural cinema experience, and reflects how some of the prevailing film as text/film as event delineations might be productively be reconsidered within critical studies.

Keywords: Rural cinema, Australian cinema, Cinema history, Film audiences, Social belonging

Introduction

The public exhibition of films in rural Australia takes place in a wide variety of settings. These range from modern multi-screen venues through to older-style single screen cinemas, many of the latter pre-dating the arrival of television from the mid-1950s. In very small and remote towns, where film exhibition is generally not viable on a commercial basis, screenings are facilitated in both purpose-built and make-shift facilities by local councils, community co-operatives, film societies and a few courageous entrepreneurs. Across each

Top 10 facts about museums

TODAY is International Museum Day, a worldwide celebration of museums organised by the International Council of Museums (icom.museum)

By **WILLIAM HARTSTON**

PUBLISHED: 00:01, Mon, May 18, 2015



The Natural History Museum in London

1. We get the word 'museum' from classical Latin where it meant a place holy to the Muses.
2. Leeds Castle in Kent has a Dog Collar Museum. It's closed at the moment but will reopen early in July. No dogs are allowed.

Most read in Top 10 Facts

1	
Top 10 facts about September	
2	<p>Top 10 facts about soap</p> 
3	<p>Top 10 facts about typewriters</p> 
4	<p>Top 10 facts about Mozart</p> 
5	<p>Top 10 facts about milk</p> 

2. Some of the consequences of plagiarism at the college level may be _____, _____, and _____.

3. Copyright deals with someone's right to their own _____ or ideas.

4. If some information is "general knowledge" (for example, Michigan is one of the 50 states in the United States), then you don't need to _____.

5. What if the following should you do in a presentation?

- a) Pause when you say something important to give your audience time to think about it;
- b) Speak in long sentences so your meaning is more clear;
- c) Use fillers like uh and ummmm to give yourself more time to think.

6. It's not good to rephrase a question that the audience asks you because it makes you look like you don't know the answer.

- d) True;
- e) False.

7. A good way to end a presentation is to use a phrase, such as "That's all".

- a) True;
- b) False.

8. Read the texts below.

Original Passage from the Book

The way in which men produce their means of subsistence depends first of all on the nature of the actual means they find in existence and have to reproduce. This mode of production must not be considered simply as being the reproduction of the physical existence of the individuals. Rather it is a definite form of activity of these individuals, a definite form of expressing their life, a definite *mode of life* on their part. As individuals express their life, so they are. What they are, therefore, coincides with their production, both with what they produce and with how they produce. The nature of individuals thus depends on the material conditions determining their production.

Bibliographic Information:
Karl Marx and Friedrich Engels. The German Ideology. International Publishers: New York, 1947 (7).

Student's paper

As individuals express their life, so they are write Karl Marx and Friedrich Engels in *The German Ideology* (7). While many of us would agree with this statement as a matter of fact, we often do not make the association to specific modes of production.

Bibliography:
Karl Marx and Friedrich Engels. The German Ideology. International Publishers: New York, 1947.

Did the student demonstrate academic integrity?

- a) no, because it quotes another person's actual words and credits the source but does not use quotation marks;
- b) yes, because it quotes another person's actual words using quotation marks and credits the source;
- c) no, because the student has falsified information or misrepresented the author's original position, theory or ideas;
- d) yes, because the author's ideas, opinion or theory are used and put into the student's words and are appropriately credited.

9. Match the description here to the correct term below.

a chart, table, graph, or demonstration

- a) Illustration;
- b) Refutation;
- c) Testimony;
- d) Distribution.

10. How long are most academic presentation?

- a) 2-5 minutes;
- b) 5-15 minutes;
- c) 15-20 minutes;
- d) 20-30 minutes.

11. Detect the example of plagiarism.

- a) The Sun rises in the East and sets in the West;
- b) According to L. White (2016), every culture has its own way for development (125);
- c) Around 90% Ukrainian students cheated during attendance at school;
- d) "War and love are inseparable" (Wilind, 1989, p. 65).

12. What type of presentation is this?



- a) Poster presentation;
- b) Video presentation;
- c) Oral presentation.

13. Which method of simplification is the phrase below used for?

upwards of...

- a) Approximation;
- b) Analogy;
- c) Example;
- d) Acronym.

14. Complete the sentence. One way to anticipate potential questions is to consider.

- a) the opposing argument to your central argument;
- b) the background of each audience member;
- c) the interest level of the topic.

15. It is OK to use contractions like "can't" and "won't" in your research paper so that you have more space on the pages to write about important ideas in your essay.

- a) True;
- b) False.

16. What is the purpose of the hook in a presentation?

- a) To make the audience relax;
- b) To get the audience's attention;
- c) To trick the audience;
- d) All of the above.

17. This photo is an example of which mode of persuasion?



- a) Logos;
- b) Pathos;
- c) Ethos.

18. You should use as many academic words as possible in your research paper even if you don't know what all of them mean.

- a) True;
- b) False.

19. Is this expression appropriate for an academic essay? *It's a piece of cake.*

- a) yes;
- b) no;
- c) it depends on the topic.

20. Pacing back and forth is a good way to keep calm during your presentation.

- a) True;
- b) False.

21. Which of the following is an effective way to make sure your audience understands your main points?

- a) Give more details about the point and repeat the point with the exact words;
- b) Rephrase the point after giving evidence.

22. If there a lot of questions at the end of your presentation, it is OK go over the time limit you have been given.

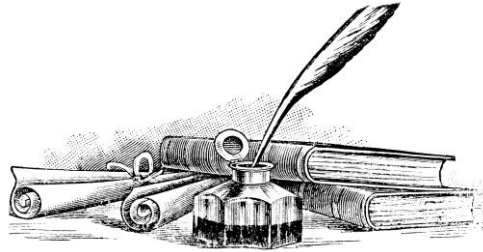
- a) True;
- b) False.

23. What is NOT a way to show respect for your discussants?

- a) Think about what you are going to say next as they are speaking;
- b) Make positive comments that are related to what they have said;
- c) Allow your talkers to finish their complete thought before interrupting.

Which of the following is not a reason to use a statistic in your research paper?

- d) Some subjects depend on them;
- e) To support your point;
- f) To make your paper longer.



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ONLINE COURSES

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