COURSE CARD

1. Basic information

Course name in English:	English for Academic Research
Course name in Polish:	Język angielski w akademickiej działalności badawczej
Number of hours:	30
Type of course:	Tutoring language course
Form of course:	Tutoring language course
Code of course:	SJO0SD-24SD00002C
Course leader:	Head of English Language Section
Faculty of the course leader:	The Department of Foreign Languages
Email address of the course leader:	https://sjo.pwr.edu.pl/en/about-us/authorities

Scientific discipline(s) assigned to the course (doctoral students representing the marked disciplines can participate in the course):	Architecture and urban planning	☒
	Automation, electronic, electrical engineering and space technologies	☒
	Information and communication technology	☒
	Biomedical engineering	☒
	Chemical engineering	☒
	Civil engineering, geodesy and transport	☒
	Materials engineering	☒
	Mechanical engineering	☒
	Environmental engineering, mining, and energy	☒
	Mathematics	☒
	Chemical sciences	☒
	Physical sciences	☒
	Management and quality studies	☒

2. Objectives

1. Developing proficiency in academic research skills, including crafting research questions, synthesizing existing research, and evaluating sources to ensure academic integrity.
2. Mastering structuring of research papers with clear introductions, coherent paragraphs, and effective signposting for smooth transitions.
3. Enhancing skills in effectively communicating research findings to diverse audiences through various mediums, fostering clarity, coherence, and engagement in the dissemination of scholarly work.
4. Fostering autonomy and self-directed learning through participation in tutoring sessions and engagement in reflective practice.

3. Content
Detailed information about the course content, including topics and form of classes.

No.	Topic	Number of hours	Form of classes
1	Introduction to English for Academic Research. Understanding scholarly conventions. Setting expectations for the course.	2	Tutoring language course
2	Navigating academic databases and libraries in English. Effective literature review techniques.	2	Tutoring language course
3	Crafting a research question and hypothesis.	2	Tutoring language course
4	Synthesizing existing research. Evaluating sources and avoiding plagiarism.	2	Tutoring language course
5	Research collaboration skills: techniques for effective communication and cooperation in a research group.	2	Tutoring language course
6-7	Structuring of a research paper: introduction, body, and conclusion. Paragraph coherence. Signposting and transitions.	4	Tutoring language course
8	Crafting concise abstracts and summarizing research findings.	2	Tutoring language course
9	Presenting research findings: conference presentations, research posters, and other dissemination methods.	2	Tutoring language course
10	Expressing opinions and defending arguments. Active listening skills.	2	Tutoring language course
11	Preparing for a doctoral defense: anticipating questions from examiners. Confidence-building techniques.	2	Tutoring language course
12-14	Individualized consultations and personalized feedback: tailoring language advice to align with students' research areas.	6	Tutoring language course
15	Course conclusion and reflection.	2	Tutoring language course

4. Prerequisites
List of prerequisites relating to knowledge, skills and other competences for course participants.

Knowledge of English language at the B2 level on the Common European Framework of Reference for Languages (CEFR) scale.

5. Learning outcomes
List of learning outcomes at level 8 of the Polish Qualifications Framework assigned to the course (mark the learning outcomes in the last column).

Symbol	Learning outcome	
	KNOWLEDGE. Doctoral student knows and understands:	

SzD_W3	the main trends in the development of the scientific or artistic disciplines covered in the curricula;	☐
SzD_W4	research methodology;	☐
SzD_W5	the rules for the dissemination of scientific results, including in open access mode;	☐
SzD_W6	the fundamental dilemmas of modern civilization;	☐
SzD_W7	the legal and ethical conditions of scientific activity;	☐
SzD_W8	the economic and other relevant conditions of scientific activity;	☐
SzD_W9	basic principles of knowledge transfer to the economic and social spheres and commercialisation of results of scientific activity and know-how related to these results.	☐
	SKILLS. Doctoral student is able to:	
SzD_U2	use knowledge from different fields of science or art to creatively identify, formulate and innovatively solve complex problems or perform research tasks, in particular: - define the purpose and subject of scientific research, formulate a research hypothesis, - develop research methods, techniques and tools, and use them creatively, - draw conclusions on the basis of scientific research; critically analyse and evaluate the results of scientific research, expertise and other creative work and their contribution to knowledge development; transfer the results of scientific activities to the economic and social spheres;	☐
SzD_U3	communicate on specialised topics to the extent that they enable an active participation in the international scientific community;	☐
SzD_U4	disseminate research results, including in popular forms;	☐
SzD_U5	initiate debates and participate in a scientific discourse;	☐
SzD_U6	be able to speak a foreign language at B2 level of the Common European Framework of Reference for Languages to a level that enables them to participate in the international scientific and professional environment;	☒
SzD_U7	plan and implement an individual or collective research or creative activity, including in an international environment;	☐
SzD_U8	independently plan and act for one's own development and inspire and organize the development of others;	☐
SzD_U9	plan classes or groups of classes and implement them using modern methods and tools.	☐
	SOCIAL COMPETENCES. Doctoral student is ready to:	
SzD_K3	fulfilling the social obligations of researchers and creators, initiate public interest activities, thinking and acting in an entrepreneurial way;	☐
SzD_K4	maintaining and developing the ethos of research and creative environments, including: - carrying out scientific activities in an independent manner, - respecting the principle of public ownership of research results, taking into account the principles of intellectual property protection.	☐

6. Evaluation

Short description of the method(s) used to evaluate the learning outcomes assigned to the course, e.g., exam, test, report, presentation, etc.

1. Evaluation of students' preparation for tutoring sessions, active engagement in discussions, completion of assigned tasks pertinent to the course content, and demonstration of language proficiency.
2. Assessment of students' collaborative work with peers to accomplish designated tasks.
3. Individualized consultation feedback to assess students' progress regarding development of practical research skills.

7. Teaching methods

Short description of the teaching methods used during the course, e.g., multimedia presentation, discussion, literature studies, developing written documents, own work, etc.

1. Tutoring sessions: small group tutoring sessions focused on improving English language proficiency to develop research skills.
2. Peer review sessions: organizing peer review sessions where students provide constructive feedback on each other's research papers.
3. Case studies and analysis: utilizing real-life case studies and research examples to analyze various aspects of academic research, encouraging critical thinking and problem-solving.
4. Role-playing exercises to simulate collaborative research scenarios and interactions.
5. Reflective journals and portfolios: incorporating reflective writing activities for students to journal about their learning experiences, challenges, and development as researchers.

8. Literature

List of primary and secondary literature used to prepare the course and including additional knowledge for participants, e.g., books, textbooks, research papers, standards, web pages, etc.

 Primary literature:
1. Booth, Wayne C., Colomb, Gregory G., & Williams, Joseph M. *The Craft of Research*. University of Chicago Press.
2. Williams, A. *Academic Skills Series: Research*. Collins.
3. Hiebert, J., Cai, J., Hwang, S., Morris, A. K., & Hohensee, C. *Doing Research: A New Researcher's Guide*. Springer.

Secondary literature:
1. Stewart, R. *How to Do Research and How to Be a Researcher*. Oxford.
2. Authentic materials.
3. Teachers' own materials.

9. Other remarks

Additional remarks, comments, (e.g., language of the course)

The course is conducted through small group tutoring sessions delivered in English.