



COURSE DESCRIPTION CARD - SYLLABUS

Course name

Scientific & Technical Writing

Course

Field of study **Bioinformatics**

Year/Semester

Area of study (specialization)

1/2

Level of study

Profile of study

Second-cycle studies

general academic

Form of study

Course offered in

full-time

English

Requirements

obligatory

Number of hours

Lecture

Laboratory classes

Other (e.g. online)

Tutorials

Projects/seminars

30

Number of credit points

2

Lecturers

Responsible for the course/lecturer:

Responsible for the course/lecturer:

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Centre of Languages & Communication, PUT

Piotrowo 3A, 60-965, Poznań

Prerequisites

The student should have the already acquired language competence compatible with level B2 (CEFR).

The student should have the ability to use general and field specific vocabulary, and structures required on the first level of studies.

The student should have the ability to work individually and in a group, use various sources of information and reference works, as well as understand the need to improve their competences.



Course objective

1. Provide students with knowledge regarding academic written language
2. Develop students' skills of effective academic and ESP language usage, within the scope of four language skills, with an emphasis on writing and speaking
3. Develop students' skills of adapting primary sources for scientific papers
4. Develop students' skills of critical thinking and critical assessment of their own and other students' written work
5. Develop students' teamwork skills

Course-related learning outcomes

Knowledge

1. The student knows field specific vocabulary related to academic language and is be able to differentiate between formal and informal language, as well as between objectivity and subjectivity
2. The student knows and understands the rules of creating longer written texts
3. The student knows the structure of the documents and knows the scope of their application

Skills

1. The student is able to acquire, combine, interpret and evaluate information from literature, databases and other information sources in English, and is able to use them in text writing
2. The student is able to formulate technical texts in English
3. The student is able to assess the expectations and abilities of the reader and is able to select appropriate material based on those
4. The student is able to follow the guidelines of international publishing houses
5. The student is able to present, in English, the selected achievements from the field of bioinformatics, based on selected technical texts

Social competences

1. The student understands the need for presenting information in an ethical, concise, coherent, comprehensive manner that takes into account the abilities and needs of the reader
2. The student understands the benefits and the necessity of team work
3. The student is able to give and receive constructive criticism, and incorporate feedback in their work



Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Written assignments (both individual and in groups) prepared and assessed in and outside class; improving the text based on the instructor's feedback. Working in teams on formulating and solving problems, presenting the outcomes of the work (both with prior preparation and spontaneous).

Formative assessment: based on continuous progress assessment

Summative assessment: rewarding the increase in the ability to incorporate the acquired skills and learned principles in (individual and group) written work, evaluation of team work, evaluation of student's ability to discuss and defend their work.

Programme content

The aim of writing scientific and technical texts. Features and language of a scientific and technical text. Definitions and explanations. Paragraphs. Types of documents: instruction, memo, project proposal (template); premortem and postmortem analysis. Project presentation. Structure and process of writing a scientific article. Types of abstracts, summaries. The importance of paraphrase. Types of plagiarism. Ethical approach in writing. Citation formats. Editing texts. The most common mistakes in writing.

Grammatical and lexical issues: Formal and informal language. Articles in English. The use of tenses. The coherence of the text on the formal, logical and lexical level. Elements of logical connecting of sentences. Compound and subordinate sentences. Punctuation. Nominalizations.

Teaching methods

Discussing issues through examples. Critical analysis of authentic materials. The question/answer method. Brainstorming. Practical exercises.

Bibliography

Basic

1. Cargill, M., O'Connor, P. 2011. Writing Scientific Research Articles. Strategy and Steps. WileyBlackwell.
2. Hogue, A., Oshima, A. 2006. Writing Academic English. Pearson/Longman.
3. English for Academics, Book 1, 2014, and Book 2, 2015. Cambridge University Press.



Additional

1. Bailey, S. 2011. Academic Writing: A handbook for international students. Routledge.
2. Finkelstein, L., Jr. 2000. Pocket Book of Technical Writing for Engineers and Scientists. McGraw-Hill
3. Hewings, M. 2012. Cambridge Academic English, Upper Intermediate. Cambridge University Press.
4. Hult, C.A., Huckin, T.N. 2008. The Brief New Century Handbook. Pearson Longman.
5. Jordan, R.R. 2008. Academic Writing Course. Longman

Breakdown of average student's workload

	Hours	ECTS
Total workload	50	2
Classes requiring direct contact with the teacher	30	1
Student's own work (preparation for tutorials) ¹	20	1

¹ delete or add other activities as appropriate