COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Design of Academic Texts	

Academic staff	Core academic unit(s)
Coordinating: Assoc. Prof. Dr. Loreta Chodzkienė **Other:**	Media Linguistics Centre Institute of Foreign Languages Faculty of Philology

Study cycle	Type of the course unit
First cycle	Compulsory

Mode of delivery	Semester or period when it is delivered	Language of instruction
Interactive lectures and seminars	6th semester	English

Requisites	
Prerequisites: Contemporary English (I/V, II/V, III/V, IV/V, V/V), a course in Academic Writing	**Co-requisites (if relevant):** None

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	**125**	**32**	**93**

Purpose of the course unit		
To develop students': - **General competences:** to think critically and analytically, to work independently and be able to manage time; - **Research competences:** to construct the competence of a linguistic researcher.		
Learning outcomes of the course unit	**Teaching and learning methods**	**Assessment methods**
Students: - will be able to set the aim for the research of the chosen linguistic phenomenon (Subject), define the research problem, explain its importance, envisage a number of objectives and research methods for the problem under consideration to deal with; - will be able to review critically and analyse relevant authors' insights for design of academic texts in English using the target terminology in a proper way; - will be able to select suitable methodology for the analysis of the collected data; - will be able to interpret the collected data;	**Active teaching and learning methods:** interactive teaching/learning that embraces group discussion, group activities, simulations that require setting a Subject, aim and objectives. Student's reflection through self-assessment of the completed task, his/her relationship towards the Subject of the research. **Classical methods:** demonstration of examples typical of the chosen research paper, problem-solving conversation, synthesis and analysis of scientific literature.	**Final test** on the studied issues (comprising open-ended and closed-ended questions). **Individual performance while writing a research paper (Term Paper):** (Introduction, Literature review, Methodological framework, Empirical survey, Conclusions. References, Sources, Summary). **Presentation of the research paper.**

- will be able to draw the conclusions; - will be able to summarize the plot of the research paper (present a summary of the research thesis).		
- will be able to identify, synthesize, evaluate linguistic phenomena in a critical way, to discern their components and interrelationship;	Individual activities while identifying and collecting data.	Design of an appendix(-ces) as an evidence for data collection.
- will be able to raise problematic questions, participate in discussions, construct logical arguments.	Active/Deep listening activities	Students' contribution and reflection upon the colleagues' presentations.
- will be able to organize their independent learning, choosing the relevant strategies for completion of the tasks related to writing a Term Paper; - will be able to manage time in compliance with deadlines.	Writing a Term Paper in line with IMRaD format	Review of the submitted Term Paper (according the criteria indicated in the Assessment Strategy.

Content	**Contact hours**							**Individual work: time and assignments**	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	**Contact hours, total**	**Individual work**	**Tasks for individual work**
1. Introduction to the course on *Text Design*. Research paper: what is it? The research theme and its correlation with the major parts of the paper. Design of the paper structure.	2		2				**4**	**5**	Deciding upon the target linguistic phenomenon to be explored. Reading scientific literature and performing practical tasks to design major parts of the research paper.
2. How to overcome writer's block? Academic honesty. Plagiarism, its types, and the ways to avoid them. Introduction: research problem, hypothesis, the Subject, the aim and objectives of the paper.	2		2				**4**	**10**	Writing the 1st draft of the Introduction.
3. The principles governing the responsible and ethical use of generative AI tools in academic work. Use of AI tools to search for, discover, organize, and manage academic information. Search for scientific information. The sources. Compiling a List of References	2		2				**4**	**10**	Search for information in scientific literature and online sources. Compiling references and sources

4. Review of scientific literature. Citation strategies: direct quotation, paraphrasing, summarising. Peculiarities of the metalanguage of the major parts of the research paper.	2		2				**4**	**10**	Writing the 1st draft of a Literature review.
5. Design of research methodology. Qualitative and quantitative methods.	2		2				**4**	**10**	Writing the 1st draft of the Research methodology: focus on the research process and argumentative grounding of the chosen research methods.
6. Display of empirical research. Data processing and interpreting; its graphical and lexical presentation.	4		2				**6**	**20**	Writing the 1st draft of the empirical part: presenting, analysing, and interpreting data;
7. Conclusions. Summarising the plot of the research paper.	2						**2**	**8**	Drawing conclusions; summarizing the plot of the term paper.
8. Revision of the course (a test).			2				**2**	**10**	Writing a test on the basics of a research paper.
9. Presentation of the Research paper.			2				**2**	**10**	Delivering a ppt. presentation in a students' scientific conference.
Total	**16**		**16**				**32**	**93**	

Assessment strategy	Weight %	Deadline	Assessment criteria
Contribution to seminars, **submission** of separate parts of the research paper: 1. Introduction, 2. Literature Review, 3. Methodology, 4. Discussion, 5. Conclusions, 6. References / Sources 7. Summaries in English and Lithuanian 8. Appendices.	30%	Throughout the semester	**3 points (max.):** Preparation and productive work during the classes, participation in scientific discussions, writing a test on the Revision of the course: 3 – participates in discussions, answers the questions, performs the tasks; the results of the test demonstrate excellent or strong performance (90%-100%). All the required parts of the research paper are submitted on time. 2 – rarely participates in discussions, sometimes answers the questions, almost always performs the tasks; the results of the test demonstrate above average or average performance (70%-80%). Two of the required parts are submitted on time. 1 – hardly ever participates in discussions, rarely answers the questions, sometimes performs the tasks; the results of the test demonstrate below average or minimum performance (50%-60%). One of the required parts of the research paper is submitted on time. 0 – hardly ever participates in discussions or exceeds 3 undocumented absences in seminars; the results of the test do not meet minimum criteria (< 50%). None of the three required parts of the research paper are submitted on time.

			Every written task must be accompanied by a completed Declaration Page specifying any use of generative AI tools.
Final test on the studied issues (comprising open-ended and closed-ended questions).	20%	During the last seminar	20 open-ended and closed-ended questions related to the theoretical framework of the lectures. Marking scheme: 20 correct answers – 10 (excellent) 19-18 correct answers – 9 (very good) 17-16 correct answers – 8 (good) 15-14 correct answers – 7 (highly satisfactory) 13-12 correct answers – 6 (satisfactory) 11-10 correct answers – 5 (sufficient).
Design and completion of the Research Paper in the format of a Term Paper	30%	By the end of the Spring semester	**9-10 (excellent & very good)** – the submitted paper meets the topicality of the theme; information is new; presented in a creative way, in line with the requirements for an academic paper: in the **Introduction**, the Subject of the research is defined in a clear and logical way, the research problem identified; the aim and objectives set (length - ~ 1 page). The **Literature review** identifies the key concepts of the research, explains terminology, and provides relevant references. Review of the scientific literature is thorough and concise, encompassing at least 5 authors whose insights into the analysed linguistic phenomenon are deep and diverse, presenting a number of theoretical models relevant to the analysis of the data. The student demonstrates his/her ability to sum them up with a clear vision of his/her own research strategy. The part contains clearly delineated interim and final conclusions (length: up to 3 pages). The **Methodological part** presents a clear development of the research stages as well as the characteristics of the data obtained. The chosen research methods are given a thorough grounding in why they were employed for the Literature review and Empirical survey (length: ~0.5 page). **The Empirical survey** pres**e**nts a clear set of principles for data classification; demonstrates the student's ability to describe, analyse, systematise and generalize collected data with the help of visual aids (tables & figures). The part contains clearly discerned interim and final conclusions (length - ~ 5-7 pages). **Conclusions** of the Research paper are clear and concise; relevant to the research theme; and correlate with the objectives of the Research paper. **The summary** (in Lithuanian) presents a clear structure of the paper, focusing on the research problem, subject, and objectives, as well as the general data and the methodology used in its analysis. The summary presents tangible findings and precise, logical conclusions. **The reference list** is quite long and meets APA requirements. **Linguistic accuracy**. The text demonstrates a high level of language proficiency with no grammar, spelling, stylistic, or punctuation mistakes. **8-7 (good & highly satisfactory)** – the submitted paper presents the research problem as well as the background for

			its performance in a concise way. In the **Introduction**, the research subject is defined; the aim and objectives are set (length: ~1 page; some minor mistakes may occur). The **Literature review** identifies the key concepts and terminology of the research, whose definitions are not always fully comprehensive; the text lacks clarity and coherence; not all references are provided; some are irrelevant. The review of the scientific literature is presented on the basis of a few authors' insights; the information about the target linguistic phenomenon is quite superficial; deeper insights into the research subject are missing. The part contains occasional interim and final conclusions (length – up to 2-3 pages). The **Methodological part** lacks a thorough description of the research stages. The characteristics of the data obtained are evident, though the data collection process is not identified. The chosen research methods are mentioned with no description of their practical application in the process of research (length - ~0.5 page). **The Empirical survey** presents a set of principles for data classification, though with no clarity. The student demonstrates his/her attempt to describe, analyse, systematise the collected data with the help of visual aids (tables & figures) in a rather hectic way, which demonstrates the lack of the ability to generalize (length - ~ 4-6 pages). **The conclusions of the Research paper are presented, though not all of them align** with the objectives; they do not reveal the key findings of the research. **The summary** (in Lithuanian) presents the structure of the paper, focusing on the research problem, subject, and objectives, data, and methodology, though in a rather inconsistent way. Research findings and conclusions are present. **The reference list** is very limited; overall, it meets the requirements of the APA style. **Linguistic accuracy**. The text demonstrates a mediocre level of the student's language proficiency, with occasional mistakes in grammar, spelling, style, and punctuation. **6-5 (satisfactory & sufficient)** – the submitted paper does not indicate either the research problem or the reasons to investigate it. In the **Introduction**, the aim and objectives are formulated, though in a pretty clumsy way; some/all of them are irrelevant to the research theme; the Subject of the research is presented artificially with no link to the target linguistic phenomenon/-a (length ~ 0.3-0.5 page). The **Literature review** does not identify either the key concepts or the terminology of the research; the text lacks clarity and coherence and is quite short. The literature analysis is based usually on one or two scientists' insights; the information provided is very limited and not in-depth; the lack of the student's erudition on the target linguistic phenomenon is evident (length – up to 1-2 pages). The **Methodological part** comprises several sentences about the data or is not presented at all (length - ~0.2 page). **The Empirical survey** provides a certain inconsistent classification which seems to be pretty irrelevant to the data analysis and leads towards the student's spontaneous improvisation. There are a number of visual aids (tables & figures) though their description and analysis are pretty short; the part lacks interim conclusions; final conclusions are very simplistic (length - ~ 3-5 pages).

			The conclusions of the Research paper are presented, though nearly all of them do not align with the objectives; they are very short, chaotic, and superficial. **The summary** (in Lithuanian) is very short; it does not reveal the key points of the research. **The reference list** is very short, randomly compiled, and does not meet APA requirements. **Linguistic accuracy**. The text demonstrates a poor level of language proficiency, with many repetitive grammatical, spelling, stylistic, and punctuation mistakes. The submitted Term Paper must be accompanied by a completed Declaration Page specifying any use of generative AI tools.
Student's oral presentation on the research findings	20%	On the examination day	**9-10 (excellent & very good)** **Content** The presentation content corresponds with the content of the research paper. Introduction and conclusions are clear, well-grounded, in perfect harmony with the research. **Structure** The structure perfectly meets the requirements. Structural parts are consequently and logically interrelated. Logical markers (formulations typical of presentations) perfectly match the presented content. **Lexis** Corresponds with the requirements of academic language. Vocabulary is rich and varied: properly and diversely used means of expression, e.g. idioms, collocations, precise usage of connotations. **Language accuracy** Perfect language, flawless usage of complicated grammar forms and constructions (e.g. emphatic sentences, inversions, etc.) **Pace of speech, fluency, pronunciation** Language is fluent, at a natural speed, with audience-engaging intonation. Pronunciation is close to the norm. **Delivery and visual aids** Occasional glancing at the notes while speaking. Body language adds to the content of the presentation; a flexible response to the current situation in the audience (proper handling of questions, non-verbal cues). Visual aids are of the required quality (proper design, sufficient information, i.e., not overburdened) and perfectly match the content. Visual aids are commented on adequately and shown on time. **8-7 (good & highly satisfactory)** **Content** The presentation content corresponds with the content of the research paper, however, in part. Introduction and

			conclusions are related partially, lack a clear grounding and harmony with the research. **Structure** The structure is incomplete. Structural parts are often not consequent, lacking logics. Cohesive devices are not always properly used, repetitive, unvarying. Logical markers are scarcely used. **Lexis** Vocabulary is satisfactory, in some cases, poor and unvarying, partially corresponds with the requirements of the academic language. Inaccuracies are possible in using certain words/phrases. However, it does not hinder understanding of the speaker. **Language accuracy** Grammar structures are used well, however, the influence of another language is evident. Typical mistakes occur. Inaccuracies in building sentences may happen as well. **Pace of speech, fluency, pronunciation** Pronunciation is close to the norm, however, occasional pronunciation and stress mistakes occur. Pace of speech and intonation correspond with the content, however, some intonation irregularities, unnecessary pauses, doubting occur. **Delivery and visual aids** A lot of reading. Attempts at maintaining contact with the audience are observed. Visual aids dominate over speech. The speaker is reading from the slides instead of commenting, and they are not always shown on time. **6-5 (satisfactory & sufficient)** **Content** The presentation content is oversimplified and, in many cases, does not align with the research paper. The introduction and conclusions are unrelated and lack a clear rationale for their inclusion. **Structure** The structure is incomplete. Structural parts are inconsistent and lack logic. Cohesive devices are few and improperly used, repetitive, and unvarying. Repetitive linking devices. Few logical markers. **Lexis** Vocabulary is limited; formulations are very simple. Means of expression are unvarying or often misused. **Language accuracy** Simple grammar structures are used. Sentences are short, simple. Frequent systemic mistakes might lead to some misunderstandings of the content. The influence of another language is evident. **Pace of speech, fluency, pronunciation**

			Pronunciation does not hinder understanding despite an apparent foreign language accent. Fluency is missing; frequent hesitations and connections are doubted; pronunciation mistakes occur. **Delivery and visual aids** Attempts at speaking but mostly reading. There is almost no contact with the audience. Visual aids are not properly prepared; they do not disclose the content of the research. Visuals mostly serve as background since the speaker does not comment on them.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Carter, S., & Laurs, D.	2018	Developing Research Writing: A Handbook for Supervisors and Advisors		Routledge: Taylor & Francis Group
Bordens, K. S., & Abbott, B. B.	2018	Research Design and Methods: A Process Approach (10th edition)		McGraw Hill Education
Morley, J., Doyle, P., & Pope, I.	2007	University Writing Course		Express Publishing
Litosseliti, L.	2010	Research Methods in Linguistics		Continuum
Rimkutė, E., & Utka, A.	2012	Metodiniai patarimai rašantiems kalbotyros darbus		Kaunas: VDU http://donelaitis.vdu.lt/lkk/pdf/Rimkute-Utka-metodine_2012.pdf
Recommended reading				
Rienecker, Lotte, Jørgensen, Peter Stray	2003	Kaip rašyti mokslinį darbą		Vilnius: Aidai

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