



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Introduction to Academic Skills: Reading, Thinking and Writing	

Academic staff	Core academic unit(s)
Coordinating: Prof. Dr Roma Kriaučiūnienė	Faculty of Philology Universiteto st. 5, Vilnius

Study cycle	Type of the course unit
First	Compulsory

Mode of delivery	Semester or period when it is delivered	Language of instruction
Face-to-face	Autumn, 1 st semester	English

Requisites	
Prerequisites: -	Co-requisites (if relevant): -

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	50	80

Purpose of the course unit		
<p>The aim of this course is to develop students' competences by enhancing their skills in critical reading, effective writing, and the production of clear, coherent, and research-based academic texts, while fostering their ability to communicate effectively, think critically, and apply these skills in academic and professional settings within the fields of Communication and Entrepreneurship; additionally, the course aims to cultivate general competences such as critical thinking, leadership, time management, and research abilities, empowering students to become autonomous, reflective learners prepared for their future careers.</p>		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
<p>By the end of this course, students should be able to:</p> <ul style="list-style-type: none"> demonstrate the ability to read academic texts critically and analytically; 	<p><i>Interactive lectures and discussions:</i> Introduction to key concepts, followed by interactive discussions.</p>	<p>Notes and summaries of academic reading materials; learner portfolio; individual essay writing; group report</p>

<ul style="list-style-type: none"> understand the structure of the argument and develop well-structured and research-based evidence to produce coherent arguments in writing; understand and apply key concepts in academic writing, including thesis development, paragraph structure, using citation guidelines in writing; present information to small groups and whole class; participate in group essay-drafting activities and peer-review process; provide constructive feedback by using a writing rubric. produce essays and reports that reflect academic integrity and proper citation practices. 	<p><i>Workshops:</i> In-class hands-on practice with reading, writing, and revising. And communicating with instructor and peers.</p> <p><i>Peer Review:</i> Structured peer review feedback sessions to improve writing, reflection.</p> <p><i>Case Study analysis:</i> Real-world examples from communication and entrepreneurship fields; group work, problem solving, team work, reflection.</p>	writing activities; individual argument presentation, research-based essay; group research-based report writing and its presentation.
Students will be able to interact with other participants in a learning process, to work in pairs or teams, to take leadership in the group and involve peers in successful learning process distributing activities.	Problem solving, group projects.	Assessment of individual and/or group project work.

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
The Basics of Academic Writing What is academic writing? Types of academic writing (essays, reports, articles, etc.). Writing as a process: Prewriting, drafting, revising, and editing. Overview of writing expectations in university and professional settings.	2						2	5	Bailey, 2011, p. 3-11 (required). Creme, Lea, 2008, p. 1-13 (recommended). Individual and group analysis of discipline-related research articles.
Refining Your Academic Style Formal vs. informal language in academic writing. Avoiding common writing pitfalls (e.g., redundancy, vagueness, overgeneralization). Using active and passive voice appropriately. Developing your academic voice and writing style.	2						2	5	Kriauciūnienė, Arcimavičienė 2023, p.30-34 Bailey, 2011, p.150-158 (required). Creme, Lea, 2008, p. 13-39 (recommended). Individual and group analysis of discipline-related research articles.
The Reading-Writing Connection Active reading strategies: Skimming, scanning, and detailed reading. Making notes for writing. Reading for critical analysis: Identifying arguments, evidence, and conclusions. Scholarly article structure IMRD and review articles.	2		6				8	10	Bailey, 2011, p. 43-50; Kriauciūnienė, Arcimavičienė 2023, p.35-41 (required). Creme, Lea, 2008, p. 51-71 (recommended).

									Individual and group analysis of discipline-related research articles.
Research and Integration of Sources Finding credible sources (journals, books, databases). Avoiding plagiarism: Importance of proper citation. Introduction to referencing styles (APA, MLA, Chicago, etc.). How to integrate sources into your writing: Quoting, paraphrasing, and summarizing.	2		2				4	8	Bailey, 2011, p. 11-19, p. 30-36, p. 62-72 (required). Creme, Lea, 2008, p. 110-127 (recommended). Analysis of APA 7th edition citation rules.
Thinking Critically and Writing Critically What is critical thinking? Evaluating arguments and evidence. Distinguishing between fact, opinion, and interpretation. How to synthesize information and form your own opinion. Individual argument formulation. The structure of an individual argument.	2		6				8	10	Kriauciūnienė, Arcimavičienė 2023, p. 41-49; p. 72-80; Bailey, 2011, p. 72-77 (required). Creme, Lea, 2008, p. 89-100 (recommended). Reading scholarly articles on critical thinking: defining key concepts; commenting, comparing, formulating and illustrating arguments. Preparation of an individual argument presentation.
Structuring Your Thoughts and Arguments Structuring academic essays (Introduction, Body, Conclusion). Thesis statements and developing a central argument. Paragraph development: Topic sentences, supporting details, and analysis. Transitioning between ideas for clarity and flow. Peer review and feedback. Revising for clarity, coherence, and argument strength. Editing for grammar, punctuation, and style.	2	6	2				10	15	Kriauciūnienė, Arcimavičienė 2023, p. 116-119 Bailey, 2011, p. 77-83, p. 90-99 (required). Creme, Lea, 2008, p. 142-157, p. 157-173 (recommended). Developing a thesis statement and aligning them with the major arguments, drafting essay body paragraphs, peer reviewing and providing feedback. Writing the first draft of an essay. Peer -revision of an essay and submission of the final version of an essay.
Writing for Communication Studies Writing for different audiences (academic vs. general public). Analyzing media and communication texts (advertisements, speeches, articles).	2		4				6	10	Bailey, 2011, p.19-30 (required). Creme, Lea, 2008, p. 173-184; Schechter, 2023, Chapter 6-9 (recommended). Analysis of discipline-

									related review articles, public speeches; defining key concepts; commenting, comparing, formulating and illustrating arguments.
Writing for Entrepreneurship Writing business reports and proposals. Communicating ideas clearly to investors, stakeholders, and customers. Case study analysis and writing reports in the field of entrepreneurship.	2		6				8	15	Kriauciūnienė, Arcimavičienė 2023, p. 119-138; Bailey, 2011, p.166-173, p. 257-267 (required). Creme, Lea, 2008, p. 184-195 (recommended). Group research-based report writing on how to improve business communication strategies and the presentation in an oral form.
Overview of the course, feedback, reflection.		2					2	2	
Total	16	8	26				50	80	

Assessment strategy	Weight %	Deadline	Assessment criteria
Individual argument presentation	20%	During the semester	Individual argument presentation assessment will be graded using the class presentation rubric. <ul style="list-style-type: none"> Content 10%, structure 5%, language use 5%.
Research-based essay	40%	During the semester	Essay assessment will be graded using the class writing rubric. <ul style="list-style-type: none"> Content (personal argumentation developed on the basis of two research articles) 10%; Structure (introduction, body paragraphs, conclusion) 10%; Language use (style, register, linguistic accuracy) 10%; The use of references 10%.
Group research-based report writing and its presentation	40%	End of the semester	Report presentation assessment (in written and oral forms) will be graded using the class writing and presentation rubrics. <ul style="list-style-type: none"> Relevance of the content 10%; Structure and cohesion 10%; Language accuracy; use of appropriate academic vocabulary, proper citation of sources 10%; Use of visual aids 5%; Fluency, pace, body language, rapport 5%.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Kriauciūnienė, R. Arcimavičienė, L.	2023	English for Academic Purposes and Research (C1)		Vilnius University Press

	2020	APA Formatting and Style Guide (7th Edition)		https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html https://apastyle.apa.org/products/publication-manual-7th-edition
Bailey, S.	2011	Academic Writing. A Handbook for International students. Third Edition.		Routledge
Recommended reading				
Schechter, S.	2023	The Basics of Public Speaking. Public Speaking for Today's Audiences.		Pressbooks.bccampus https://pressbooks.bccampus.ca/speaking/front-matter/introduction/
Creame, P., Lea, M.R.	2008	Writing at University. A Guide for Students. Third Edition		Open University Press McGraw-Hill Education