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Информация о владельце:  
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## ANNOTATION

### discipline work program

### Professional and academic communication in CS

#### 1. General labor intensity

The labor intensity of the discipline is 12 credit units (432 hours), of which 212 hours of practical training and 220 hours of independent work in full-time education.

#### 2. The place of discipline in the structure of the educational program

The academic discipline "Professional and academic communication in computer science (Professional and academic communication in the field of computer science)" refers to the module of compulsory professional disciplines of the compulsory part of the educational program. In accordance with the curriculum, the discipline is studied in the first, second and third semesters for full-time education and in the second, third and fifth trimesters for part-time education.

This discipline is based on the basic knowledge, skills and abilities that are formed upon obtaining the previous level of education.

To study this academic discipline, knowledge, skills and abilities are required, which are formed by the discipline "Methodology of scientific activity".

The knowledge, skills and abilities formed by the academic discipline "Professional and academic communication in computer science" will be required to master the following elements of the educational program:

- "Research project";
- production practices;

as well as in the performance of the final qualifying work.

#### 3. The purpose of studying the discipline

– to form the knowledge and skills necessary for undergraduates to carry out academic and professional communication in foreign languages, intercultural interaction, as well as to present the results of scientific activities in the form of analytical reviews in accordance with the rules established in the professional field.

#### 4. The content of the discipline

##### *Module 1 Grammar basics of Academic writing*

Learning the active vocabulary of the module.

Word order, choosing the most relevant subject and putting it at the beginning of the sentence.

Breaking up long sentences. Link words. Structuring paragraphs and sentences.

Tenses review, passive voice, articles, propositions, pronouns, adjectives, adverbs, verb forms, phrasal verbs, sentence structure, relative pronouns.

Performing lexical and grammatical exercises.

Translation of scientific articles from a foreign language into Russian.

##### *Module 2 Basics of Academic writing*

Learning the active vocabulary of the module.

Performing lexical and grammatical exercises.

Translation of scientific articles from a foreign language into Russian.

Features of academic writing (academic style, critical writing, referencing, developing paragraphs, writing plans). Research planning. Choosing an appropriate journal to publish a research

paper. Analysis in research papers. Choosing a paper as a model. The correct order to write the various sections.

Academic vocabulary. Vocabulary and academic style. Noun phrases. Nouns referring to ideas and phenomena, ways of thinking, processes and activities. Verbs for structuring academic assignments. Adjectives and typical combinations with nouns in academic texts.

Development of academic writing skills in accordance with research areas of master students.

### ***Module 3 Specific grammar of Academic writing***

Learning the active vocabulary of the module.

Theory of translation, punctuation for academic writing.

Performing lexical and grammatical exercises.

Translation of scientific articles from a foreign language into Russian.

Structure of a paper. Grammar used in Introduction, Literature review, Methods, Conclusion, Discussion Sections. Generating titles. Problems of string of nouns in titles. Making titles concise. Genres of academic writing. Learning outcomes. Basic structures. Types of academic writing.

Word combinations in academic texts. At academic institutions. Vocabulary: applications forms, academic courses, online learning. Facts, evidence, data, numbers, graphs and diagrams, time, cause and effect.

### ***Module 4 Academic style***

Learning the active vocabulary of the module.

Specific analysis. Structured research articles abstracts. Tips for writing research article abstracts. Conference abstracts. Writing introductions, overall shape of an introduction. Tips for writing different kinds of introductions (introduction to course paper, book reviews, journal article, book chapters, research reports, proposals).

Performing lexical and grammatical exercises.

Development of academic writing skills in accordance with research areas of master students. Writing CVs. Formal letters and e-mails. Structuring the content of an e-mail. Planning an e-mail. Formal greetings. Regrets and replies. Academic correspondence styles. Statements of purpose, personal statements.

### ***Module 5 Professional communication***

Learning the active vocabulary of the module.

Performing lexical and grammatical exercises.

Aspects of spoken English and professional communication. Interviewing and advising. Negotiation. Chairing a formal meeting. Telephoning. Finding the voice in the academic community (communicating with advisors and committee members, co-authors, requests, reminders, writing apologies, grant applications, letters, fellowship application).

Preparing presentations in English. Writing and editing the text of the slides. Outline and transitions. Writing a speech. Methodology and results discussion. Conclusions. Questions and answers. Useful phrases. Pronunciation and intonation.

Translation theory: what to avoid. Avoiding Ambiguity and Vagueness. Which/who vs. that. Which/that and who. Uncountable nouns. Pronouns. Referring backwards: the former, the latter. False friends. Terms, definitions, references. definitions. Introduce mathematical clichés.

### ***Module 6 Preparing a research article***

Learning the active vocabulary of the module.

Academic vocabulary: talking about ideas. Reporting verbs and nouns. Analysis of results. Points of view. Degrees of certainty. Presenting an argument. Describing research methods. Classifying. Making connections. Comparing and contrasting. Evaluation and emphasis. Summary and conclusion.

Useful phrases in Introduction, Literature review, Methods, Conclusion, Discussion. Writing a research paper.

Supporting the publication process. Manuscript submission, responding to reviewers and editors, writing acknowledgments.

## **5. Additional useful information**

The discipline is intended to form the elements of the following competencies of the educational program:

UK-4. Able to apply modern communication technologies, including in foreign language(s), for academic and professional interaction;

UK-5. Able to analyze and take into account the diversity of cultures in the process of intercultural interaction;

OPK-3. Able to analyze professional information, highlight the main thing in it, structure, arrange and present in the form of analytical reviews with reasonable conclusions and recommendations;

PC-7. Able to carry out research work in the field of intelligent automated systems.

The educational process is based on the Blended Learning model, which helps to effectively combine traditional forms of education and new technologies.

The specifics of the discipline determine the need for a wider use of new educational technologies along with traditional teaching methods, including active and interactive forms of learning, such as case study, teamwork technologies, discussions, work on scientific articles, writing official letters, testing technologies, which are used to control the level of assimilation of lexical, grammatical knowledge within the module, the level of formation of reading and listening skills at a certain stage of training, etc.

At the same time, classes using interactive forms make up at least 75% of all classroom lessons. E-learning technologies and distance learning technologies are also actively used. Practical classes and other forms of student-teacher contact work can be conducted using the Microsoft Teams, Cisco, Moodle (BigBlueButton) and other platforms, which allows for online and offline interaction between the teacher and students within the discipline.

The form of intermediate certification is a differentiated test (1, 2, 3 semester).