**Curriculum**

**«Академическое письмо /Academic Writing»**

Field of study 39.06.01 Social Sciences

Study Tracks: theory, methodology and history of sociology; economic sociology and demography; and social structure, social institutes and processes.

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Approved by Academic Council oh the Doctoral School of Sociology

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Total Credits 3

Total Hours 114

Contact Hours 28

Lectures 12

Seminars 16

Self-study Hours 86

Moscow, 2016

**Field of Application and normative references**

The program of the course builds up the minimum requirements to the knowledge and skills of an PhD student and determines the content and types of classes and assessment. The program is designed for teachers of this discipline, learning assistants and students of Doctoral. The program is developed according to:

•Educational Program of NRU HSE

•University Academic Plan of NRU HSE for PhD level education, confirmed in 2016.

**Short course information**

**The course** is given in English as a course for doctoral students of sociology and other social-scientific disciplines.

**Place and time**: HSE, sociological department, (8 sessions: combined lectures with discussion, group work and writing exercises). Additionally there are individual meetings and training sessions of the teacher with every course participant to discuss the writing problems for the thesis theme of the student.

**Objectives**: This course for doctoral students of sociology and social sciences has the main objectives

(1) to enable students to understand the sociological traditions of scientific writing

(2) to inform about procedures and requirements of publishing books and scientific articles in journals or in the internet

(3) to train scientific writing through reviewing and writing exercises

(4) to improve individual writing skills for scientific texts of different type

**Themes**: Sociology of knowledge and writing; traditions and norms of sociological writing; scientific writing – general criteria; the process of writing a doctoral thesis; scientific monographs – structure and publication (publisher and internet); scientific articles – structure and publication (journal and internet); quality of scientific texts – methods, language and style of writing; ethics of scientific writing; practical exercises in reviewing and writing texts.

Two main forms of scientific publications, also relevant for thesis writing, are discussed– monographs (books) and scientific articles to be published in peer reviewed journals.

**Course material**: Electronic copies of course literature and power point slides from lectures will be available for participants.

**Examination** requires active participation in the whole course, including individual meetings, and the writing of an individual examination paper

**Course plan**

**1.      Objectives**

The course is about academic and scientific writing for doctoral students in sociology or social sciences. It is assumed that the participants have basic experience in scientific writing (course papers, master thesis, or publications).

The course has four objectives

(1) to create awareness of the sociological traditions of scientific writing

(2) to inform about procedures and requirements of publishing books and scientific articles in journal or the internet

(3) to train scientific writing through reviewing and writing exercises

(4) to improve the writing skills of participants for scientific texts of different type , including the thesis plan/research proposal for the individual theses of the participants

The course includes several forms of collective and individual work: analysis and assessment of scientific texts, analyses of the processes of writing and publishing scientific manuscripts, and individual practical exercises in reviewing and writing, individual meetings with the teacher to discuss problem of thesis writing. On successful completion of the course, the participants should be able

-          to understand sociological reflection of knowledge and writing

-          to describe and explain the forms, components and specific qualities of scientific texts and

 their production (writing, reviewing, publishing)

-          to practice critical reading and reviewing of scientific texts

-          to write short sociological texts (connected to the thesis)

-          to present and effectively communicate his/her research (written and verbal

 communication)

-          to reflect on ethical issues in relation to writing and the publication process

-          to evaluate scientific work and texts

**2**.      **Student competencies**

The course is aimed at giving students the following skills: UК-1, UК-3, UК-5, UК-7, UК-8, ОPК-9, PК-2, PК-3

**Course design**

The methods of the course include individual reading, introductory lectures, group work exercises (reviewing and evaluating texts, discussions in class), individual writing exercises, and individual meetings with the teacher.

The course has three parts:

(1) theory: principles and traditions of sociological and scientific writing,

(2) practice: writing of monographs and articles - how to write effectively, concisely, and clearly; both parts include three sessions (each session two hours with lecture, discussion, group work, individual exercises);

(3) training: individual writing and improving writing practices

**Part 1: Theory - principles and traditions of sociological and scientific writing (3 sessions):**

*1. Introduction - Sociology and writing* – theoretical reflection of sociological work (writing and other forms of sociological work and research); *Traditions and norms of sociological writing* – how sociologists reflected about research, communication and writing in the sociological discipline

*2. Scientific writing* – general criteria, differences between disciplines, disciplinary and interdisciplinary writing, differences between scientific and other writing

*3. The process of writing a doctoral thesis* – forms, methods, progress, difficulties

Sessions 2-3 include practical exercises in reviewing and writing texts

**Part 2: Practice – thesis writing, monographs and articles (3 sessions)**

The writing of monographs and articles:

*4. Scientific monographs* – structure, publication requirements, review and publication process (publisher and internet); quality criteria

*5. Scientific articles* – structure, publication requirements, review and publication process (journal and internet); quality criteria

*6. Ethic of scientific writing* – author rights, individual and co-authorship, scientific honesty and plagiarism, to be forced to publish, writing in the internet

All sessions include practical exercises in reviewing and writing texts

**Part 3: Training - individual writing, review and supervision, follow up**

*Writing of an individual examination paper, 2 review seminars, individual supervision sessions, follow-up seminars after the course:*

Session 7-8: Review of scientific texts (working groups)

Writing an individual examination paper (sociological essay) after the course sessions

Individual meetings with the teacher to discuss and train participants´ thesis writing

Four follow-up seminars to improve writing and to discuss writing difficulties experienced

**3.   Assessment and examination**

The participants can pass or fail. In order to pass the students need to attend all sessions and participate actively in all compulsory components of the course (individual reading; all course sessions; all oral and written assignments; individual meetings with the teacher – minimum 2 hours, maximum 4 hours; individual examination paper).

**4.   Evaluation**

The course is evaluated in the last seminar session, in oral from (discussion in the class) and in written from (participants answer a questionnaire, anonymous answers).

The evaluation is made public by the teacher who suggests possible changes for the subsequent course.

Grades on all forms of monitoring will be given in a 10-point scale.

Exam consists of tasks that are equivalent or similar to those that have been given to students in homework and for self-study. The duration of examination test is 80 minutes.

**5.   Grading system**

Grading in the course will be based on the following criteria:

* + Work in class 20%
	+ Final exam 80%

Total 100%

Grades criteria:

|  |  |  |
| --- | --- | --- |
| From | To | Mark |
| 0 | 4 | Not passed |
| 4 | 5 | Satisfactory |
| 6 | 7 | Good |
| 8 | 10 | Excellent |

**5.   Literature**

**Compulsory reading**

*1. Sowton, C. Contemporary academic writing. A comprehensive course for students in higher education: Course book /– Reading: Garnet Publishing Ltd., 2016. 1. Irvin, L. Lennie, 2010.* What is “Academic” Writing? (in. C. Lowe and P. Zemliansky, eds., Writing spaces: readings on writing. Vol.1)

*2.Ярская-Смирнова Е. Создание академического текста. – М.: Вариант, 2013. – 156 с.*

**Optional reading:**

*Abbott, James R., 2006*. Critical Sociologies and Ressentiment: The Examples of C. Wright Mills and Howard Becker. The American Sociologist, Fall 2006, pp. 15-30.

ГОСТ Р 7.0.5-2008. Система стандартов по информации, библиотечному и издательскому делу. Библиографическая ссылка. Общие требования и правила составления. http://protect.gost.ru/document.aspx?control=7&id=173511

**Other reading:**

*1.Chun, Allen, 2005.* Writing Theory. Anthropological Theory, 5, 4, pp. 517-543.

*2. Hartley, James, 2008.*Academic Writing and Publishing: A Practical Handbook, Routledege: London and NewYork*.*

*3. Ogburn, William F., 1947*. On Scientific Writing. The American Journal of Sociology, Vol. 52, No. 5., Mar., 1947, pp. 383-388

*4. Mills, Charles Wright, 1959.* The Sociological Imagination. New York: Oxford University Press *- appendix “On Intellectual Craftsmanship*

*5. Becker, Howard S., 1986*. Writing for Social Scientists. Chicago: The University of Chicago Press, xii+180 pp

*6.* *Shapin, Steven, 1995*. Here and Everywhere: Sociology of Scientific Knowledge. Annual Review of Sociology, Vol. 21, 1995, pp. 289-32

*7. Pham, T.B., 2011*. Penning the Sociological Imagination: Writing about My Struggles with Writing. Human Architecture: The Journal of Sociology of Self-Knowledge, 9, 2, pp. 1-10.

*8. Roig, Miguel, 2003.* Avoid plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing. St. Johns University, 63 pp.([http://facpub.stjohns.edu/~roigm/plagiarism/Index.html](https://mail2.hse.ru/owa/redir.aspx?SURL=J5us8tWVIA-T-4AJAwNjzue3j9qKuo0dor_ZRilWDCJo7E_6xf_SCGgAdAB0AHAAOgAvAC8AZgBhAGMAcAB1AGIALgBzAHQAagBvAGgAbgBzAC4AZQBkAHUALwB-AHIAbwBpAGcAbQAvAHAAbABhAGcAaQBhAHIAaQBzAG0ALwBJAG4AZABlAHgALgBoAHQAbQBsAA..&URL=http%3a%2f%2ffacpub.stjohns.edu%2f%7eroigm%2fplagiarism%2fIndex.html))

*9. Jones, Jennifer, Quinn, Sarah, 2008.* Writing for Sociology (University of California, Berkeley, Department of Sociology)

*10. Soule, Daniel. P. J., et al, eds., 2007.* Writing for Scholarly Journals. Publishing in the Arts, Humanities and Social Sciences. University of Glasgow

*11. Leahey, Erin, 2008*. Methodological Memes and Mores: Toward a Sociology of Social Research. Annual Review of Sociology, 2008, 34, pp. 33–53.

*12. Thorkelson, Eli, 2007*. The case of the Bad Writing Contest: Literary theory as commodity and literary theorists as brands (University of Chicago).

*13. Volpato, Gilson Luiz, 2011*. The Logic of Scientific Writing. Revista de Sistemas de Informação da FSMA n. 7, 2011, pp. 2-5.

*Reference literature - formalities of scientific writing*

*The Writing Center*. Writing in Sociology. [www.umt.edu](https://mail2.hse.ru/owa/redir.aspx?SURL=LxdqHil3j3vmhaivbiMgqnHulaqnbtR9eE_c72SlrZ5o7E_6xf_SCGgAdAB0AHAAOgAvAC8AdwB3AHcALgB1AG0AdAAuAGUAZAB1AA..&URL=http%3a%2f%2fwww.umt.edu) (undated)

*Tischler, Marc E., (undated).* Scientific Writing Booklet. University of Arizona.

*American Sociological Association, 1997.* Style Guide. Washington, DC.

*Turabian, Kate, L., 2007 (1996).* A Manual for Writers of Research Papers, Theses and Dissertations. 7. Edition (Chicago Guides to Writing, Editing and Publishing). Chicago: Chicago University Press, 482 pp.

*QUT, 2008.* Cite, write *-* Your introductory guide to citing, referencing and academic writing at QUT (www.citewrite.qut.edu.au).

*Harvard College, 2009.* A guide to writing a Senior thesis in sociology. Harvard University.

**6.       The practical exercises and individual meetings**

*1. Review of examples of scientific texts from the course literature about sociological knowledge and writing:* discussion in groups and in plenary sessions using a detailed checklist of questions (thematic context, form and style/language, evaluation, personal views and individual learning from the text).

*2. Review of examples of scientific texts - developing and discussing criteria for the analysis and evaluation of scientific texts:* discussion in groups and in plenary sessions.

*3. Analysis and evaluation of the process of scientific writing:* Writing as thinking and formulation – language, logic, rhetoric. Psychology of writing – preparation and planning, attitudes, inspiration, creativity, text improvement, writing and rewriting, good and bad habits of writing. Peer review and publication process.

*4. Discussion of problems of writing a doctoral thesis in sociology:* How to start and plan – defining themes, research problems, research questions. State of research and literature review. Specifying the thesis/research work. Connecting theory and empirical research. Finding adequate research methods and method triangulation. Assessing the progress of work. Analyzing and improving ones´ individual working and writing habits.

*5. Analysis of forms, components and structure of scientific manuscripts/texts – quality criteria of monographs/books in individual- and co-authorship:*

*Components and structure* – abstracts and summaries, research questions, hypotheses, introduction, theory and empirical material, review, materials and methods - analysis, results, synthesis, discussion, conclusions. Paragraphs, logic, and organization. Organizational strategies. Depth and emphasis.

*6. Analysis of forms, components and structure of scientific manuscripts/texts – quality criteria of articles/essays (literature review, research, discussion articles) in individual and co-authorship:*

*Components and structure* - abstracts, research questions, hypotheses, introduction, theory and empirical material, review, materials and methods - analysis, results, synthesis, discussion, conclusions. Paragraphs, logic, and organization.  Organizational strategies. Depth and emphasis.

*7. Discussion of the ethic of scientific writing:* Scientific and other/practical purposes of sociological writing – informing whom, changing what? Publish or perish? How to deal with knowledge explosion and information overkill? Scientific honesty and plagiarism. Ethic of peer review and publication. Changing forms of scientific writing in the internet. Author rights – copyright, open access. Individual authorship and co-authorship.

*8. The individual meetings:*

The themes, discussions, training exercises in the individual meetings vary according to the needs and interests of the student – they should connect to her/his thesis theme. The work can include analysis and discussion of different parts of the thesis writing and the research to do; literature search and recommendations how to work with the literature review; writing the individual thesis plan/research proposal; planning the writing of individual publications/articles; planning the writing of conference presentations; planning and writing the non-published components of sociological research (research instruments – observation and interview guidelines, questionnaires; review and analysis of research literature; planning and controlling the progress of the thesis work; written and oral communication of the thesis work with other scientists and colleagues). The training of individual writing can be done in the form that short written at home (discussed in the following meeting).

Every participant can book 4 sessions of 45 minutes. At least 2 sessions of 45 minutes need to be booked by each participant; upon individual request of the student also further individual meetings can be planned.