COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Research paper design and presentation	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: prof. dr. Roma Kriaučiūnienė **Other(s):**	Vilnius University, Faculty of Economics and Business Administration, 9 Saulėtekio Ave., Vilnius, LT-10222

Study cycle	Type of the course unit (module)
1st – BSc	Compulsory

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Lectures and seminars	Autumn semester	English

Requirements for students	
Prerequisites: Completion of the English language course **at level B1/B2**	**Additional requirements (if any):** None

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	130	26	104

Purpose of the course unit (module): programme competences to be developed
To develop: **general competences**: the ability to apply the gained knowledge in practice; analytical critical thinking; ability to work independently and apply appropriate learning strategies, manage time; strive for quality; organize self-directed learning by choosing appropriate strategies for the tasks; participate in teamwork; **subject competences**: ability to write and construct a linguistically and structurally correct scientific text in English (in the field of social sciences) according to the requirements of the scientific text genre and to present it; to apply the acquired theoretical knowledge in practice (planning, preparation and presentation of research).
Overall scenario – students are members of the university research team. Their main aim is **to critically assess** the impact of migration on the country and **make specific recommendations** to the government of the country in the form of a research project and by making a presentation at the conference.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
On completion of the course students will be able:		
- write an academic text of appropriate structure using adequate grammatical and lexical constructions; - assess the problem of the research, its novelty and importance, define the object of the research, formulate the aim and objectives of the research; - perform synthesis of scientific literature dealing with the topic under study, summarise it in one's own words, properly and precisely insert other scientists' quotations or paraphrase them, generalise and make conclusions, present references to sources, make a reference list, etc.; avoid	Task-based learning methods integrated with student-centred approach via discussion, case studies, reflection; Analysis of scientific literature (selection of information). Interactive teaching and learning, reflection, project work.	Individual and group task performance, text design. Individual project assessment; essay assessment: writing an academic essay (a synthesis / comparative report of a few research articles, including personal opinion); Research project

plagiarism (quotations, paraphrasing, summaries: selective and global); - choose and apply adequate methodology and research methods and ground its choice for the selection of empirical data; choose suitable research methods to implement the objectives formulated; to deliver analysis and description of empirical data, to summarize research findings, and to present clearly formulated conclusions; - analyse (from the linguistic and structural point of view) one's own and other students' research work; - make a presentation of the research project.								presentations;
- 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, holding short conversations related to the topics studied; to control and analyse self-study and the learning process of peers, to perceive and critically evaluate learning strengths and weaknesses, to plan and set out further learning aims.					Group work, participating in and moderating discussions, problem solving, projects, reflection.			Project work; presentations.

Content: breakdown of the topics	Contact hours					Total contact hours	Self-study hours	Self-study work and assignments
	Lectures	Seminars	Exercises	Laboratory work	Internship/work placement			Assignments
1. Scholarly/scientific discourse: Genres of research studies and academic texts (lexis, style, syntax); research article analyses (structure, content, language use, argumentation, register, terminology); - The main parts of a research paper. Introduction: formulating and defining the problem, novelty, subject, aim and objectives of the research. - Overview of a theoretical part of the paper, the literature review on a subject of the	4	4				**8**	40	Individual and group analysis of research articles; Group work, analysis of research papers form the structural and linguistic points of view: formulation of the subject, aim and objectives of research papers, analysis of methodological and empirical parts of the papers, making conclusions and analysis of summaries/ abstracts.

research. Citation styles, avoiding plagiarism (quotations, paraphrasing, summaries, referencing). - Analysis of the methodology part of the paper: a general overview of qualitative and quantitative research methods. - Presentation and description of the empirical research data (description of graphs and tables, interpretation of data). - Making conclusions, their formulation and harmonisation with the objectives of the research. - Writing of bibliography. The main principles of presenting the list of literature. - Summary. Principles for writing a summary.								
2. Academic writing: Raising awareness of academic genres in producing a specific discourse; Structure of academic texts (introduction, theoretical overview, data and methodology, research findings and discussion, conclusions, citation and references); academic conventions and discipline-specific conventions; writing clearly: lexis, structure, coherence & cohesion **Research-based academic essay writing according to the main scenario of the course.**	4	4				**8**	40	Peer review of a written assignment: language / structure / content / conventions; Research-based academic essay writing (synthesis of four-five task-related research papers including personal opinion);
3. Academic communication: Individual and team project presentation, presentation strategies (verbal and non-verbal communication, visual representation, research planning, structural components, time limits, question time etc.). **Individual / team project presentation on the topic of the main scenario of the course.**	2	8				**10**	29	Preparing individual / team project presentations.

					Total	10	16				**26**	109	

Assessment strategy	Weight %	Deadline	Assessment criteria
Mid-term test	20%	During the semester	Pass at 51% level Defining key concepts; commenting, comparing and illustrating their usage in the context.
Academic essay	40%	End of the semester	One written assignment • Content (personal argumentation developed on the basis of two research articles) • Structure (5 paragraphs: introduction, three body paragraphs, conclusion) • Style and register
Individual / team research project presentation	40%	End of the semester	One individual / team presentation: • Relevance of the content • Structure and cohesion • Language accuracy; use of appropriate academic vocabulary • Use of visual aids • Fluency, pace, body language, rapport
Attendance requirements	Compulsory (100%)		Missed tutorials have to be accounted for within two weeks upon agreement with the lecturer.

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsory reading				
Wallwork, A.	2013	English for Research: Usage, Style, and Grammar		Springer Science+Business Media, New York
Sealey A.	2010	Researching English Language: A Resource Book for Students		Routledge: London and New York
Wallwork, A.	2013	English for Academic Research: Vocabulary Exercises		Springer Science+Business Media, New York
Powell, M.	2011	Presenting in English. How to Give Successful Presentations		Heinle Cengage Learning
Moore, J.	2017	Oxford Academic Vocabulary Practice		Oxford UniversityPress
VLE/Moodle	2019	- *Research articles* - *Research-based writing guidelines* - *Team proposal guidelines*		
Additional research reading				
Rienecker, L. , Jorgensen, P.S.	2003	Kaip rašyti mokslinį darbą		Vilnius: Aidai
M. Grussendorf	2011	*English for Presentations*		Oxford University Press
Scientific research data bases provided by VU	- Science Direct (SciVerse); Springer LINK; Taylor&Francis; VU bakalauro ir magistro darbai (ETD).			
Additional research data bases	- Google Scholar, Elsevier, Sage Open etc.			