

**Федеральное государственное бюджетное образовательное
учреждение высшего образования
«РОССИЙСКАЯ АКАДЕМИЯ НАРОДНОГО ХОЗЯЙСТВА
И ГОСУДАРСТВЕННОЙ СЛУЖБЫ
ПРИ ПРЕЗИДЕНТЕ РОССИЙСКОЙ ФЕДЕРАЦИИ»**

Институт общественных наук
Школа политических исследований
Кафедра международной политики и зарубежного регионоведения

УТВЕРЖДЕНА

Кафедрой международной
политики и зарубежного
регионоведения

Протокол от «31» мая 2018г. № 19

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ
ФТД.2 Академическое письмо (Academic writing)
(индекс, наименование дисциплины, в соответствии с учебным планом)

41.04.04 Политология
(код, наименование направления подготовки (специальности))

«Master of Global Public Policy (Глобальная публичная политика). Англоязычная
Магистр»
(направленность (профиль))

Магистр
(квалификация)

Очная
(форма обучения)

Год набора – 2019 г.

Москва, 2018 г.

Автор–составитель:

Доцент, кандидат педагогических наук Короткина И.

Декан факультета

Школа политических исследований

ИОН РАНХиГС

Демиденко С.В.

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1. Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения программы

1.1. Дисциплина ФТД.2 Академическое письмо (Academic writing) обеспечивает овладение следующими компетенциями с учетом этапа:

Код компетенции	Наименование компетенции	Код этапа освоения компетенции	Наименование этапа освоения компетенции
ПК-5	Способность к профессиональному составлению, оформлению и редактированию научно-технической документации, научных отчетов, обзоров, докладов и статей, проектов научно-исследовательских разработок	ПК-5.1	Знание общеобязательные требования к профессиональному составлению, оформлению и редактированию научно-технической документации и технические условия их предоставления заказчику.

1.2. В результате освоения дисциплины у студентов должны быть сформированы:

ОТФ/ТФ (при наличии профстандарта)/ профессиональные действия	Код этапа освоения компетенции	Результаты обучения
	ПК-5.1	Обучающийся знает общеобязательные требования к профессиональному составлению, оформлению и редактированию научно-технической документации и технические условия их предоставления заказчику.

2. Объем и место дисциплины в структуре ОП ВО

Объем дисциплины

Объем дисциплины: 36/1 27/1
 Контактная работа:
 Лекции
 Лабораторные работы
 Практические занятия 14/10,5
 Самостоятельная работа 22/16,5

Место дисциплины в структуре ОП ВО

индекс и наименование дисциплины: ФТД.2 Академическое письмо (Academic writing)

курс(ы), семестр(ы) или триместр(ы) ее освоения в соответствии с учебным планом:
1 курс, 1 семестр

дисциплина реализуется перед:

Б1.В.ОД.6 Фундаментальная экономика (Economics)

Б1.В.ДВ.7.1 Сравнительные политические системы: мировой обзор (Comparative Political Systems: A World View)

Б1.В.ДВ.7.2 Международные отношения (International Relations)

форма(ы) промежуточной аттестации в соответствии с учебным планом: Зачет

3. Содержание и структура дисциплины

Очная форма обучения

№ п/п	Наименование тем (разделов),	Объем дисциплины (модуля), час.					СР	Форма текущего контроля успеваемости* *, промежуточно й аттестации*
		Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий					
			Л/ЭО, ДОТ*	ЛР/ЭО, ДОТ*	ПЗ/ЭО, ДОТ*	КСР		
Тема 1	From a personal process to a public product: understanding purpose and audience.				2/1,5		4/3	Т, Д
Тема 2	Generating and organizing ideas: working in the middle ground				2/1,5		4/3	Т, Д
Тема 3	Structuring a text and writing a paragraph				2/1,5		4/3	Т, Д
Тема 4	Sentence structure and punctuation.				2/1,5		4/3	Т
Тема 5	Developing an argument and organizing an academic text				2/1,5		4/3	Т
Тема 6	Using evidence and sources: avoiding plagiarism				4/3		2/1,5	Т
Промежуточная аттестация								Зачет
Всего:		36/1 27/1			14/10,5		22/16,5	

*Примечание –тестирование (Т), диспут (Д)

Содержание дисциплины

№	Наименование темы	Содержание
Тема 1	From a personal process to a public product: understanding purpose and audience.	<ol style="list-style-type: none"> 1. Understanding purpose and audience: contexts, genres and registers. 2. Criteria for assessment and self-assessment. 3. Academic literacy approach to writing: the cultural, operational and critical dimension.
Тема 2	Generating and organizing ideas: working in the middle ground	<ol style="list-style-type: none"> 1. Technologies for approaching the topic: asking research questions, choosing procedures, covering the subject, drawing an outline. 2. Testing ideas in the middle ground: peer discussions. 3. Organizing ideas in a non-linear way: employing the triad principle, mind-mapping and outlining.
Тема 3	Structuring a text and writing a paragraph	<ol style="list-style-type: none"> 1. Analysing an academic text and its elements: introductions, conclusions and main body paragraphs. 2. Analysing a paragraph. Topic sentences, details and concluding sentences. 3. The logical organization of a text. Cohesion and coherence.
Тема 4	Sentence structure and punctuation.	<ol style="list-style-type: none"> 1. The 'political system' of the English sentence. Using clauses and phrases as building blocks. 2. Co-ordination and subordination. Compound and complex sentences. 3. Punctuation. The wise use of commas and full stops. Avoiding fragments, chains and run-on sentences. 4. Drafting and editing. Peer review.
Тема 5	Developing an argument and organizing an academic text	<ol style="list-style-type: none"> 1. Introductions and conclusions. The key elements of an academic introduction and conclusion. 2. Formulating a strong thesis statement. Keeping the focus and developing an argument. 3. The 'skeleton' structure of an essay (introduction – topic sentences – conclusion).

№	Наименование темы	Содержание
Тема 6	Using evidence and sources: avoiding plagiarism	1. Avoiding plagiarism: paraphrasing and quoting. 2. Selecting and evaluating sources. Summarizing sources. 3. Referencing. International formats and their applications. Using references in an academic text.

4. Материалы текущего контроля успеваемости обучающихся и фонд оценочных средств промежуточной аттестации по дисциплине

4.1. Формы и методы текущего контроля успеваемости, обучающихся и промежуточной аттестации.

4.1.1. В ходе реализации дисциплины используются следующие методы текущего контроля успеваемости обучающихся:

при проведении занятий семинарского типа: тестирование, диспут

4.1.2. Экзамен (зачет) проводится с применением следующих методов (средств): Зачет в формате теста и эссе

4. 2. Материалы текущего контроля успеваемости обучающихся.

Задания в классе

Example of class assignments

1. Match the procedures in the left column with their definitions.

PROCEDURE	You need to...
Analyze	separate the subject into different parts and discuss each part
Argue	give your opinion on a topic and support it with examples, facts, or other details
Assess Classify	tell what is good and bad about a given topic and explain how you arrived at your conclusions
Compare	organize the subject into groups and discuss the logic behind your grouping
Contrast	point out how the items are alike and different
Define	point out how the items are different
Describe	give meaning to the term
Discuss	tell what the subject is like
Evaluate	list the main parts or issues of the subject and elaborate on each one
Explain	tell what is good and bad about a given topic and explain how you arrived at your conclusions
Give evidence	support your statements with specific facts, examples, etc.; elaborate on the logic you used to
Give examples	make your conclusions
Identify	back up your statements with facts, examples, or other supporting information
Illustrate	use specific details, facts, or situations to make your point
Include	name or list the items requested
Indicate	
List	
Outline	

Relate	give specific examples
Review	put this information in the essay
Summarize	tell what you think about a subject and how you arrived at your conclusion
Support	name the items requested
Trace	organize the main points of the subject
	point out the connections between the items indicated
	list and discuss the main points of the subject
	briefly describe the main points of the topic
	give evidence to back up your statements
	list and describe the points or events in a logical or chronological order

2. Improve the paragraph using the given guidelines. Compare your work with a partner.

Isokinetic Devices

It has only been since the early 1960s that isokinetic devices i.e. devices that allow for movements to be performed at controlled velocities, have been available on the commercial market. These devices such as the Cybex II Isokinetic Dynamometer (Lummex Inc.) measure the torque produced throughout the range of voluntary limb movements held at constant pre-set velocities. It has been suggested that these devices provide an ideal means of measuring an individual's torque generating capacities and that the measures given provide greater information on the expression of strength in maximal voluntary limb movements relative to other methods traditionally used.

You could improve this paragraph – as a step in an argument – by making three changes:

- Put one point in the topic sentence, not two.
- 'It has been suggested' is ambiguous; clarify who 'suggested'.
- Cut the long last sentence; state the main point at the end of the paragraph.

If you decide to keep two points in a topic sentence, use parentheses (two commas).

3. COHESION and COHERENCE

While *cohesion* generally refers to the way in which a text links together, *coherence* relates to the overall idea of logical development and whether your argument is consistent throughout. There are three key questions which can be asked in order to see if your text is coherent:

Is it clear?

- Can the reader easily follow your line of argument?
- Does the argument develop in a clear, logical, step-by-step fashion?
- Have you chosen the correct overall structure for your essay?
- Have you written good topic sentences which clearly outline each paragraph?

Is it consistent?

- Is your argument/position the same at the beginning as at the end?
- Are you clear exactly what the title is asking you to do, and how you intend to answer it?

Is it concise?

- Does each paragraph contain only one main idea?

Evaluate the sentences in terms of their coherence. Rewrite them if necessary.

1. Although overly long sentences which contain significant amounts of information are common in student essays at university level, this does not necessarily mean that they are what you should try to implement on account of the fact they can be difficult to understand.

.....

2. Sentences in academic English which contain very detailed and focused noun phrases at the beginning

should use the passive voice.

.....

3. In other words, reformulation can help improve the coherence of your academic writing.

.....

4. Overlong sentences:

- too many words (if more than 25, it should be checked carefully; typically 12 words; short sentences are emphatic).
- too many prepositions (more than four can make it difficult to understand the meaning)
- too many conjunctions or relative pronouns (more than three suggests that the sentence may be too complicated)

Solutions:

- Divide the sentence into two (using a full stop or semicolon).
- Change the structure of the sentence.
- Simplify the idea of the sentence - do not try to achieve too much.

The Fog Index helps check your sentence level of difficulty:

www.online-utility.org/english/readability_test_and_improve.jsp

5. Increase the emphasis of the following sentences using the strategy in brackets

1. The purpose of this essay is to interpret the data clearly, concisely and in specific language (parallelism)

.....

2. English is the language which people can use to communicate with each other in India (word in its original language)

.....

3. Globalization is largely understood as the rapid shift of power from states to the market (add an emphatic adverb)

.....

4. The principle reason behind the decision was clear; namely, it related to the financial benefit which could be gained as a result (short, powerful sentence).

.....

4.3. Оценочные средства для промежуточной аттестации.

4.3.1. Формируемые компетенции

Код компетенции	Наименование компетенции	Код этапа освоения компетенции	Наименование этапа освоения компетенции
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ПК-5	Способность к профессиональному составлению, оформлению и редактированию научно-технической документации, научных отчетов, обзоров, докладов и статей, проектов научно-исследовательских разработок	ПК-5.1	Знание общеобязательные требования к профессиональному составлению, оформлению и редактированию научно-технической документации и технические условия их предоставления заказчику.
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4.3.2 Типовые оценочные средства

Тестовые задания и темы эссе

Examples of mid-term evaluation tests and examinations

1. Complete the text by using the following words: *these, they, such as, other, others, the former, which, that and some*.

An accurate mapping of all the policy sectors in Canada is yet to be done, but the exploratory collection by Coleman and Skogstad suggests a preponderance of pressure pluralist networks in areas day care, occupational health and safety, agriculture, trade, and fisheries, though types of networks were evident as well. The idea of "mapping" is a bit misleading, since networks can and do change as the result of macro-political factors external pressure or institutional change. An example of is the International Women's Year in 1975, prompted the federal government to provide more funding for women's organizations. led to the creation of more organizations and fundamental shifts in the network. Institutional changes occur all the time, of course, as departments and agencies shift or are given new mandates. changes usually trickle down to the sectoral level and alter the dynamics, though never in entirely predictable ways. One intriguing shift occurs when state-directed networks, the poverty policy or the official minority languages networks, evolve into pressure pluralist or networks as the result of the policy interventions taken initially when the state still directed the sector. In the case of official language minority groups, the implementation of official bilingualism created opportunities for policy entrepreneurs to demand more support and attention from government authorities.

The study of policy sectors, communities, and networks is just beginning, and the categorizations described here, while influential, are still experimental. The central point is while there is continuing interest in the way the state (or state tradition) shapes politics, there is no longer much support for the idea policy processes can be explained in terms of a single set of structural factors. The parliamentary system and federalism are important characteristics of the "macro-state," but beyond very loose constraints, do not appear to have uniform effects. In areas, public policy is made in tight, well-coordinated, and robust clusters of state agencies and interest actors (e.g., banking regulation). In , it is a melee of weak, inconstant, and carping policy participants (e.g., poverty policy). In yet , nothing seems to get done because of the two sides' virtual incapacity to move events forward (e.g., child care). The state must be disaggregated and the policy process pluralized. There are a number of policy-making processes, and will differ across sectors, depending on the actors, the institutional legacies of past policies, the nature of policy discourse, and the types of opportunities arise for intervention.

2. Improve the text below by reorganizing some of the sentences.

Nonverbal Communication

- 1) Nonverbal communication, or body language, is used everywhere in the world. It is a very powerful means of communication. It communicates much more than spoken words.
- 2) One example of nonverbal communication is what occurs between parents and child. Parents smile at their child. They communicate love, acceptance, and reassurance. The child feels comfortable and safe. The smile signifies approval. The child is happy and well adjusted.
- 3) Another example of nonverbal communication is the image a person shows in public. A woman is walking alone on an unfamiliar and possibly dangerous street. She wants to appear confident. She walks quickly. She may be tired. She walks with her shoulders straight and her head held high. Her eyes are focused straight ahead. Someone is looking at her. She returns the glance without hesitation. In contrast, a nervous woman appears afraid. She walks slowly with her shoulders and eyes down.
- 4) Indeed, body language can express more than spoken language. Merely by raising an eyebrow, clenching a jaw, or softening the eyes, a person can express disapproval, anger, or love. It is a very strong method of communication.

3. Punctuate the sentences below.

1. Information and communication technology is reaching out to help people in the poorest countries improve their lives for example fishermen on the Bay of Bengal can now receive online weather reports that tell them when it is safe to go out.
2. Furthermore when the fishermen bring in a boatload of fish they can find out the current market prices for their fish which will help them bargain with the middlemen to whom they sell their catch.
3. The cost of the cheapest computer is at least \$200 and since this is more than an individual fisherman can afford several fishing villages together can pool their money and buy one to share.
4. The worldwide reach of the Internet is also providing employment opportunities in developing countries and as greater numbers of people learn the technology these opportunities will expand.
5. When you call your U.S. bank you may find yourself speaking to a customer service representative who is sitting in the Philippines or Puerto Rico and when you need technical support for your home computer you will probably get help from a programmer in New Delhi.

4. Help the student complete her work on the thesis statement.

First draft: Global warming is a big problem which really upsets me.
(Focus is too general, language is informal and too emotive).

Second draft:
Global warming is a serious issue which is of major concern.
(More academic authority would improve this - it is a little weak.)

Third draft: This paper states that there is considerable evidence for global warming, and that a crisis is likely if no action is taken by international agencies.
(Could be stronger, more powerfully argued - 2nd half of the sentence could be more concise.)

Your correction:

5. Look back at essays you have written recently and ask yourself:

- did you include a thesis statement? Is it obvious?
- if you did include one, is the language appropriate, according to the criteria outlined above?

Note: If the language is not appropriate, try editing it so that it says exactly what you want it to say.

Write a thesis statement for your next essay. Give it, and the essay title, to a friend and ask him or her to:

- suggest what they think the main focus of the essay is.
- predict what they think your opinion on the topic is.

If there is any difference between what your friend understands and what you really think, your thesis statement may not be clear enough.

6. Compare the original source and the paraphrased text below. Underline the unacceptably borrowed words. Rewrite the source avoiding plagiarism.

ORIGINAL SOURCE

In earlier times, surveillance was limited to the information that a supervisor could observe and record firsthand and to primitive counting devices. In the computer age surveillance can be instantaneous, unblinking, cheap, and, maybe most importantly, easy.

— Carl Botan and Mihaela Vorvoreanu, “What Do Employees Think about Electronic Surveillance at Work?” p. 126

PLAGIARISM: UNACCEPTABLE BORROWING

Scholars Carl Botan and Mihaela Vorvoreanu argue that in earlier times monitoring of employees was restricted to the information that a supervisor could observe and record firsthand. In the modern era, monitoring can be instantaneous, inexpensive, and, most importantly, easy (126).

6. You are preparing to write an essay titled ‘The social effects of tourism in developing countries’. Read the sources and then complete the paragraph comparing their views.

SOURCE C

When countries begin to provide facilities for mass tourism, such as hotels and leisure complexes, there is an immediate demand for labour. Work is created for cleaners, waiters, gardeners and drivers on a scale which may significantly boost the local economy. Such work may provide opportunities to learn valuable new skills. For many, these semi-skilled jobs provide an attractive alternative to subsistence agriculture or fishing, while at the same time the tax revenues from their earnings increase the national income.

SOURCE D

One inevitable feature of tourism’s growth is the creation of badly-paid, seasonal jobs in holiday resorts. Much of this work combines insecurity with long hours of work in poor conditions. In Thailand, for example, there are cases of hotel maids working 15 hour days for less than \$4. Moreover, the combination of wealthy tourists being served by exploited waitresses is likely to increase social tensions in these areas. Another risk is that natural or human disasters such as wars and earthquakes may drive visitors away without warning, leaving tens of thousands unemployed.

SOURCE E

It has been claimed that the development of tourism played a major part in helping to modernise parts of Franco’s Spain in the 1960s. The presence of easy-going, affluent visitors apparently encouraged the locals to learn new skills and open new businesses. Despite this positive interpretation, many examples could be presented where the arrival of rich and idle tourists has been an encouragement for crime, prostitution and other less desirable aspects of the modern economy. Much seems to depend on the economic alternatives offered by the society, and of course the scale of tourist arrivals.

It has been argued that tourism can have a very positive social influence on a developing country.

7. Choose one of the topics below. Formulate your research question and thesis statement. Write a ‘skeleton structure’ of the future text.

8. In groups of three, discuss the quotations below and your personal attitudes to the ideas expressed by the authors. Formulate your own positions and arguments and then present them to your peers. Take notes of their comments. Write a paper of 200-250 words, referring to the sources and your peers' comments properly.

Шкала оценивания.

Показатель оценивания	Критерий оценивания
Обучающийся знает общеобязательные требования к профессиональному составлению, оформлению и редактированию научно-технической документации и технические условия их предоставления заказчику.	<ol style="list-style-type: none"> 1. Не имеет базовых знаний. 2. Фрагментарные знания. 3. Демонстрирует частичные знания. 4. Сформированные, но содержащие отдельные пробелы знания. 5. Сформированные систематические знания.

Баллы (рейтинговой оценки), %	Оценка	Требования к знаниям
100-81	5, «отлично»	<p>– Оценка «отлично» выставляется студенту, если он глубоко и прочно усвоил программный материал, исчерпывающе, последовательно, четко и логически стройно его излагает его на экзамене, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, использует в ответе материал монографической литературы, правильно обосновывает принятое решение.</p> <p>– Учебные достижения в семестровый период и результатами рубежного контроля демонстрируют высокую степень овладения программным материалом.</p>
80-61	4, «хорошо»	<p>– Оценка «хорошо» выставляется студенту, если он твердо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения.</p> <p>– Учебные достижения в семестровый период и результатами рубежного контроля демонстрируют хорошую степень овладения программным материалом.</p>
60-41	3, «удовлетво- рительно»	<p>– Оценка «удовлетворительно» выставляется студенту, если он имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает затруднения при выполнении практических работ.</p>

		– Учебные достижения в семестровый период и результатами рубежного контроля демонстрируют достаточную (удовлетворительную) степень овладения программным материалом.
40-0	2, «неудовлет- ворительно»	– Оценка «неудовлетворительно» выставляется студенту, который не знает значительной части программного материала, допускает существенные ошибки, неуверенно, с большими затруднениями выполняет практические работы. Как правило, оценка «неудовлетворительно» ставится студентам, которые не могут продолжить обучение без дополнительных занятий по соответствующей дисциплине. – Учебные достижения в семестровый период и результатами рубежного контроля демонстрировали не высокую степень овладения программным материалом по минимальной планке.
45-100	Зачет	– Курс полностью освоен. Студент показывает хороший стандартный уровень знаний всех аспектов, использует терминологию и словообразование и хорошо применяет теорию к решению задач.
0 - 44	Незачет	– Студент не подготовлен и не может показать достаточного знания материала курса.

4.4 Методические рекомендации

Essays must have these criteria:

Clarity: the essay should be clearly written. The ideas presented in it should be coherent and easy to follow. The writing style should enable, not hamper understanding. Write short, clear sentences in short, clear paragraphs.

Argument: the essay should present an argument in an organized and coherent manner and follow it through. Listing someone else's ideas or reiteration of primary material is ideally not enough. The essay must try to construct a coherent argument of its own.

Structure: the essay should be structured: it should have a clear introduction, body and conclusion, and perhaps subheadings. The ideas should be separated clearly into paragraphs, and there should be a logical and thematic flow from one paragraph to the next.

Conceptual clarity: the essay should demonstrate a clear understanding of concepts used. The concepts should be used consistently throughout the essay. Alertness to conceptual issues is expected. Try to define your terms when you first introduce them.

Relevance and discrimination: the essay should only present material that is relevant to the essay subject. However interesting tangential material may be, it's not possible to give it any extra marks. Be prepared to read a lot and write in as succinct a manner as possible.

Presentation: the essay should be typed, edited and proof-read carefully, showing appropriate division into paragraphs, grammar, spelling and referencing. Poor grammar, word choice and typos will result in lower marks. Appropriate referencing and a full bibliography at the end are essential. The essay should be printed with each line doubly-spaced and should use a 12-point font. Printing on both sides of the page, if possible, is encouraged, to save paper.

Scholarship: the essay should engage with material and sources appropriate to first year undergraduate level. Lack of scholarship and poor research are common problems that will radically curtail your ability to write a good essay. Online sources are of varying quality and shouldn't be wholly relied upon. Do not rely solely on internet resources. Do not rely on just one or two pieces of secondary literature. Do not read randomly. Use your time wisely by consulting the secondary literature listed in this booklet and in the bibliographies of other respectable books. Generally, the more reading you do, the better your essay will be. But you shouldn't expect to refer to and quote from all of these books in the actual essay. That can easily lead to the essay's being a patchwork of quotations. This reading will in general just enhance your understanding and allow you to write a better essay without getting directly involved.

5. Методические указания для обучающихся по освоению дисциплины (модуля)

Подход обучения основан на оказании методологической помощи студентам при написании статей и участия в дискуссиях по темам, относящимся к дисциплине. Это позволит повысить их возможности развития аналитического и критического мышления, толерантности и понимания различных вопросов. Методы, используемые в заданиях, тщательно подбираются для удовлетворения потребностей учащихся на разных этапах их академического развития, от первого года обучения до третьего. Курс заимствован из различных учебников и учебных пособий по академическому письму и критическому мышлению. Подход автора был проверен на российских студентов по программам гуманитарного права.

6. Учебная литература и ресурсы информационно-телекоммуникационной сети "Интернет", включая перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине (модулю)

6.1. Основная литература.

1. Jung, Yeonkwon. Basics of Organizational Writing : A Critical Reading Approach, Peter Lang AG, Internationaler Verlag der Wissenschaften, 2013. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/ranepa-ebooks/detail.action?docID=1565035>.

6.2. Дополнительная литература.

1. Pontzer, Ehrhardt, Victoria. Anthem Critical Thinking and Writing Skills : An Introductory Guide, Anthem Press, 2011. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/ranepa-ebooks/detail.action?docID=3001965>.

6.3. Учебно-методическое обеспечение самостоятельной работы.

6.4. Нормативные правовые документы.

6.5. Интернет-ресурсы.

6.6. Иные источники.

Leki, I. Academic Writing: Exploring Processes and Strategies. 2nd Ed. Cambridge : Cambridge University Press, 1999.

- Wagner, E.N. Express Yourself: Writing Skills for High School. New York : Learning Express, LLC, 2002.
- Smalzer, W. R. Write to Be Read: Reading, Reflection, and Writing. Cambridge : Cambridge University Press, 1996.
- Murray, R. Writing for Academic Journals. Maldenhead : Open University Press, 2005.
- Bailey, S. Academic Writing: a Practical Guide for Students. London and New York : Routledge Falmer; Taylor & Francis Group, 2004.
- Galko, F. D. Better Writing Right Now! Using Words to Your Advantage. New York : Learning Express, LLC, 2002.
- Graff, G. Scholars and Sound Bites: the Myth of Academic Difficulty. PMLA, 2000. Vol. 115, No. 5. Pp. 1041—1052.

7. Материально-техническая база, информационные технологии, программное обеспечение и информационные справочные системы

Для проведения занятий требуется класс, оборудованный доской, маркерами, компьютером и проектором.