

## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Research paper writing 2/2	

Lecturer(s)	Department(s) where the course unit (module) is delivered
<b>Coordinator:</b> DE Assoc. Prof. Dr Diana Šileikaitė-Kaishauri, EN Prof. Dr Inesa Šeškauskienė <b>Other(s):</b> other lecturers and researchers of the Department of German Philology and the Department of English Philology supervising the MA theses	Department of German Philology, Department of English Philology Faculty of Philology

Study cycle	Type of the course unit (module)
MA	Obligatory

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Seminars, tutorials and individual work	autumn (3 <sup>rd</sup> ) semester	German or English

Requirements for students	
<b>Prerequisites:</b> skills in English or German not lower than C1 according to CEFRL Research paper writing 1/2	<b>Additional requirements (if any):</b>

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	135	26 (tutorials and workshops)	109

Purpose of the course unit (module): programme competences to be developed
The module aims at developing competences relevant for the preparation of an MA paper. The main focus is on developing skills of linguistic research. By completing the module, the students will have also gained individual study skills, apply knowledge in practical situations, think analytically and critically, solve problems and make decisions in different situations. They will have gained ethical competence and skills of interpersonal communication, will seek excellence in all academic, personal and professional activity, orienting it towards results and continuous improvement.

Learning outcomes of the course unit (module) The students will be able	Teaching and learning methods	Assessment methods
- In the process of research, to analyse, systematize and critically evaluate the materials collected from different sources, to apply adequate methods of research	Information search, selection and systematization; study of research literature, its analysis and evaluation, group discussion, the supervisor's consultation (tutorial) and feedback on the results	Homework: assessment and feedback Literature review: assessment and feedback
- To adequately describe the results of research in an academic paper and be able to summarise and draw adequate conclusions	Case study, peer review, group discussion	Results and discussion: outline and one subsection. Assessment and feedback
- To apply different strategies, collect, critically evaluate and systematize the data, information from different sources, with the help of IT and other instruments, to search for alternative information	Case study, presentation of one's results and discussion, peer review	All tasks for cumulative assessment
- To manage one's time, meet the deadlines, introduce amendments to the planned schedules depending on the circumstances	Case study, individual tasks	All tasks for cumulative assessment
- to identify problems, participate in a discussion, take the initiative to involve other group members into it and attempt to solve the problem together according to the set criteria;	Case study, group discussion	Class participation
- to adequately assess one's own and others' activity and consequences from the ethical point of view; to adhere to ethical principles	Group discussion, presentation of one's work, case study	Literature review and results: assessment and feedback

even in complex situations;		
- to effectively communicate in a group: defend one's opinion, respect other people's opinion, express and accept constructive criticism, seek constructive dialogue;	Group discussion	Class participation
- To analyse one's own studies and work, take the responsibility for the results, apply strategies to improve their quality	Group discussion, peer review	All tasks for cumulative assessment, class participation

Content: breakdown of the topics	Contact hours						Self-study work: time and assignments		
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
1. Preliminaries: aims of the course, general requirements, deadlines etc. Revision of the specific features of linguistic research, RP structure. Revision of annotated bibliography.			2				2	20	Further reading in a selected field of study; expanding the annotated bibliography.
2. From annotated bibliography to literature review. Summarizing. Synthesizing from different sources; evaluation and hedging.			2				2	13	Writing a summary of a selected text.
3. Peer review of summaries in class. Analysing literature reviews of selected sample papers. Identifying the key points relevant for synthesizing from different sources and evaluating them. Identifying cases of hedging. Peer review of selected students' papers (2-3 papers per class).		4	6				10	36	Writing a literature review of the sources given in the annotated bibliography. Submitting the revised version of literature review to the instructor.
4. Describing the data and methodology. Reliability of the sources.		1	2				3	10	Working on the first draft of the data and methodology section
5. Discussing the data and methods in class. Results and discussion sections. Presenting the statistics. What should be interpreted? Case studies and tendencies in multiple cases. Reference to other sources and its role in the discussion.		4	2				6	20	Working on the first draft of the detailed outline of the results and discussion section. Submitting gone section of the results and discussion to the instructor
6. Writing conclusions. Major pitfalls. Limitations. Further research			1				1	10	Working on the first draft of the conclusions section. Preparation for an in-class discussion.
7. Discussing the conclusion drafts in class. Summing up. Feedback on the course structure, content, assessment, individual feedback on the tasks.		1	1				2		
<b>Total</b>	<b>0</b>	<b>10</b>	<b>16</b>				<b>26</b>	<b>109</b>	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Cumulative assessment; for a pass, 50% of the total number of points is mandatory			
1 Attendance and participation	10%	Throughout the course	Criteria: <ul style="list-style-type: none"> <li>At least 50% of the classes attended (for a pass)</li> <li>Participation in class based on previous readings and homework</li> </ul>
2 Literature review	50%	Week 8	Criteria: <ul style="list-style-type: none"> <li>relevant content, synthesis of different sources; the author's approach is clear, coherent ideas, hedging used</li> </ul>

			appropriately; <ul style="list-style-type: none"> <li>the structure conforms to the requirements, the text is appropriately paragraphed and linked;</li> <li>appropriate (academic) register and language (grammar, vocabulary).</li> </ul>
3 Detailed outline of the results and discussion section; one section of the results and discussion	40%	Week 14	Criteria: <ul style="list-style-type: none"> <li>demonstration of understanding of overall tendencies; logical outline;</li> <li>in the sample, references to other sources and/or discussion with other authors;</li> <li>appropriate interpretation of the quantitative tendencies.</li> </ul>

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
<b>Compulsory reading</b>				
Graefen, Gabriela and Melanie Moll	2011	<i>Wissenschaftssprache Deutsch: lesen – verstehen – schreiben. Ein Lehr- und Arbeitsbuch.</i>		Frankfurt am Main [u.a.]: Peter Lang
Katkuvienė, Laima-Erika and Inesa Šeškauskienė	2006	<i>Research Matters</i> , 2 <sup>nd</sup> ed.		Vilnius: Vilnius University Press
Pospiech, Ulrike	2004	Schreibend schreiben lernen – über die Schreibhandlung zum Text als Sprachwerk. In: <Essener Linguistische Skripte – elektronisch> <i>E-Papiere zu Sprachwissenschaft und Sprachdidaktik</i>	Jahrgang 4, Beiheft 1	<a href="http://www.uni-due.de/imperia/md/content/elise/beiheft_01_2004.pdf">http://www.uni-due.de/imperia/md/content/elise/beiheft_01_2004.pdf</a>
Swales, John and Christine Feak	1994 or 2004, or 2012	<i>Academic Writing for Graduate Students: A course for Non-native Speakers</i>		Michigan: The University of Michigan Press
Šileikaitė-Kaishauri, Diana	2009	<i>Wie schreibe ich meine Abschlussarbeit? Ein Leitfaden für Germanistikstudierende</i>		Vilnius: Vilniaus universiteto leidykla
Further reading recommended by the supervisor of the MA thesis				
<b>Optional reading</b>				
Bazerman, Charles	1989 or 1994	<i>The Informed Writer. Using Sources in the Disciplines</i>		Boston: Houghton Mifflin Company.
Eco, Umberto	2003	<i>Wie man eine wissenschaftliche Abschlussarbeit schreibt.</i>		Heidelberg: facultas vuv UTB
Menasche, Lionel	2000	<i>Writing a Research Paper</i>		Michigan: The University of Michigan Press. Ann Arbor
Rienecker, Lotte and Peter Stray Jørgensen	2003	<i>Kaip rašyti mokslinį darbą.</i>		Vilnius: Aidai