



COURSE OFFERED IN THE DOCTORAL SCHOOL

Code of the course	4606-EW-0000000-0372	Name of the course	Polish	Pisanie naukowe: praktyczne umiejętności dla młodych naukowców		
			English	Academic Writing: Practical Skills for Early-Career Researchers		
Type of the course	researcher's workshop					
Course coordinator	Dr hab. Maciej M. Sokołowski, prof. uczelni		Course teacher	Prof. dr hab. Maciej M. Sokołowski		
Implementing unit	WaNiS	Scientific discipline / disciplines*	---			
Level of education	doctoral studies	Semester	summer/ winter			
Language of the course	English					
Type of assessment	grade	Number of hours in a semester	30	ECTS credits		2
Minimum number of participants	10	Maximum number of participants	30	Available for students (BSc, MSc)		YES
Type of classes		Lecture	Auditory classes	Project classes	Laboratory	Seminar
Number of hours	in a week		2			
	in a semester		30			

* does not apply to the Researcher's Workshop

1. Prerequisites

Good command of English (at least B2) and basic familiarity with the structure of a scientific paper (e.g., having read in the research field).

Participants should bring a draft of their own manuscript or its sections (introduction/methods/results/discussion) or an extended abstract to work on during classes.

2. Course objectives

The course aims to develop practical academic writing skills needed to plan, draft, revise and submit research manuscripts in English.

Participants will learn how to communicate scientific contributions clearly, structure arguments, write effective sections of a paper, and apply good practices in citation, ethics, and responding to peer review.

3. Course content (separate for each type of classes)

Auditory classes

- 1) Purpose and audience of academic texts; characteristics of strong scientific writing;
- 2) Structure of a research paper; logical flow and signposting;
- 3) Titles, abstracts and keywords: informing vs. promoting the contribution;
- 4) Introductions: problem, gap, aim, contribution; building an argument;
- 5) Methods: reproducibility, precision, tense/voice, reporting guidelines (field-dependent);
- 6) Results: selecting and describing findings; avoiding overinterpretation;
- 7) Discussion and conclusions: limitations, implications, positioning vs. literature;
- 8) Style and clarity: paragraphing, cohesion, concision, hedging, avoiding ambiguity;
- 9) Citation and paraphrasing; avoiding plagiarism; reference management basics;



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- 10) Journal selection, cover letters, submission packages;
- 11) Peer review process; responding to reviewers and revising effectively;
- 12) Publication ethics (authorship, self-plagiarism, data and image integrity) and Open Science basics;
- 13) Dedicated writing workshop 1 (one-to-one or small-group consultations);
- 14) Dedicated writing workshop 2 (peer feedback sessions on participants' drafts, rewriting exercises);
- 15) Final portfolio presentations and group discussion.

Workshop (practical): diagnostic of common issues in participants' texts; rewriting for clarity and concision; improving paragraph structure and cohesion; crafting an abstract from a draft; strengthening the introduction (gap–aim–contribution); editing methods/results for precision; language of claims and hedging; citation practice (paraphrase vs quote); preparing a response-to-reviewers document; peer feedback and revision plan.

4. Learning outcomes

Type of learning outcomes	Learning outcomes description	Reference to the learning outcomes of the WUT DS	Learning outcomes verification methods*
Knowledge			
W01	Understands the standard structure and rhetorical functions of major sections of a research article and the expectations of common scholarly genres (Research Article, Review Article, Editorial, Letter to the Editor, Book Review, etc.)	SD_W2	project evaluation; presentation evaluation; active participation
W02	Knows and can apply key principles of academic style: clarity, concision, cohesion, appropriate tone, hedging, and discipline-sensitive language conventions (tense, voice, nominalisation)	SD_W2	project evaluation; presentation evaluation; active participation
W03	Understands good practices and ethical standards in scholarly publishing (citation, plagiarism, authorship, transparency) and the basics of the submission and peer-review process	SD_W3	project evaluation; presentation evaluation; active participation
Skills			
U01	Can plan and draft key sections of a manuscript (title/abstract/introduction/methods/results/discussion) and organise content into coherent paragraphs that support the main argument	SD_U1	project evaluation; presentation evaluation; active participation
U02	Can revise academic text based on feedback and self-editing strategies (cohesion, readability, grammar, and terminology consistency) and prepare a clear revision plan	SD_U4	project evaluation; presentation evaluation; active participation



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U03	Can write submission-related documents (cover letter, highlights, keywords) and produce a structured response to reviewers, justifying changes with appropriate evidence	SD_U6	project evaluation; presentation evaluation; active participation
Social competences			
K01	Is prepared to apply ethical and responsible publication practices (proper attribution, avoiding plagiarism, transparency) in research writing	SD_K5	project evaluation; presentation evaluation; active participation
K02	Is prepared to give and receive constructive peer feedback and collaborate in improving academic texts (peer review within a group, respectful communication)	SD_K4	project evaluation; presentation evaluation; active participation
K03	Is prepared to plan long-term writing development (setting goals, managing time, using feedback strategically) and to treat writing as a key research skill	SD_K1	project evaluation; presentation evaluation; active participation

*Allowed learning outcomes verification methods: exam; oral exam; written test; oral test; project evaluation; report evaluation; presentation evaluation; active participation during classes; homework; tests

5. Assessment criteria

Grade is awarded on the basis of:

- 1) a writing portfolio (60%): revised abstract + one revised manuscript section (approx. 1500–2000 words) with a short reflection on changes;
- 2) response-to-reviewers exercise (20%): structured reply and revision plan;
- 3) active participation (20%): in-class tasks and peer feedback.

To pass, students must submit the portfolio and obtain at least 60% of the total points.

6. Literature

Primary references:

- [1] Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills* (3rd ed.). University of Michigan Press.
- [2] Strunk, W., Jr., & White, E. B. (1999). *The Elements of Style* (4th ed.). Longman.
- [3] Gastel, B., & Day, R. A. (2022). *How to Write and Publish a Scientific Paper* (9th ed.). Greenwood.

Secondary references:

- [1] Silvia, P. J. (2018). *How to Write a Lot: A Practical Guide to Productive Academic Writing* (2nd ed.). American Psychological Association.
- [2] Committee on Publication Ethics (COPE). *Core Practices* and guidance documents (selected materials provided by the instructor).



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7. PhD student's workload necessary to achieve the learning outcomes**		
No.	Description	Number of hours
1	Hours of scheduled instruction given by the academic teacher in the classroom	30
2	Hours of consultations with the academic teacher, exams, tests, etc.	10
3	Amount of time devoted to the preparation for classes, preparation of presentations, reports, projects, homework	15
4	Amount of time devoted to the preparation for exams, test, assessments	5
Total number of hours		60
ECTS credits		2

** 1 ECTS = 25-30 hours of the PhD students work (2 ECTS = 60 hours; 4 ECTS = 110 hours, etc.)

8. Additional information	
Number of ECTS credits for classes requiring direct participation of academic teachers	2
Number of ECTS credits earned by a student in a practical course	2