МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ ІМЕНІ СЕМЕНА КУЗНЕЦЯ

"ЗАТВЕРДЖУЮ"
Проректор з навчально-методичної роботи
Каріна НЕМАШКАЛО

КРИТИЧНЕ МИСЛЕННЯ ТА ОСНОВИ НАУКОВОГО ПИСЬМА

робоча програма навчальної дисципліни

Галузь знань	**07 «Управління та адміністрування»**
Спеціальність	**073 «Менеджмент»**
Освітній рівень	**другий (магістерський) рівень**
Освітня програма	**Бізнес-адміністрування**

Статус дисципліни	**обов'язкова**
Мова викладання, навчання та оцінювання	**англійська**

Завідувач кафедри
менеджменту та бізнесу — Тетяна ЛЕПЕЙКО

Харків
2022

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS

"APPROVED"
Vice-rector for educational and methodical work
Karina NEMASHKALO

CRITICAL THINKING AND FUNDAMENTALS OF ACADEMIC WRITING

syllabus of the academic discipline

Field of knowledge	**07 "Management and administration"**
Specialty	**073 " Management"**
Education level	**second (master)**
Educational programs	**Business administration**

Discipline status	**Compulsory**
Language of teaching, studying and assessment	**English**

Head of Management
and Business Department — Tetiana LEPEYKO

Kharkiv
2022

APPROVED
at the meeting of Management
and Business Department
Protocol № 1 of August 29, 2022.

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Sheet of renewal and re-approval
syllabus of the academic discipline

Academic year	Date of the department meeting - developer of the syllabus	Protocol number	Sign of the Head of the department

Abstract of the educational discipline

According to the study "The Future Skills - Employment in 2030", the key skills of the future will be idea generation, decision making, originality, active learning, complex problem solving, critical thinking, system analysis, deductive thinking. Critical thinking provides an opportunity to adequately assess new conditions and form effective management techniques, to adapt to unpredictable socio-economic, political, technological and other changes. Critical thinking is formed on the basis of the development of independent conscious thinking, the ability to logically and clearly formulate thoughts, to quickly make decisions based on analysis of information. Acquiring the skills of writing scientific texts and public presentation of own thoughts is a guarantee of high-level professional competence and successful intercultural communication.

Studying the discipline "Critical thinking and fundamentals of academic writing" provides an opportunity to acquire the skills of logical and critical thinking, decision-making techniques, argumentation, and public speaking. It provides the ability to critically analyze and evaluate existing ideas and synthesize new ones, to defend own results in the form of scientific articles, reports and other scientific works. The discipline is aimed at studying the basic principles of constructing scientific texts and effective presentation of research results. Its study contributes to the awareness of students of the need to observe the norms of professional ethics and academic integrity.

The purpose of the discipline "Critical thinking and fundamentals of academic writing" is the formation by the students of a system of skills of observation, objective evaluation and interpretation of information, argumentation, conclusions formulation, development of skills of scientific speech and writing scientific texts, the ability to apply the obtained results to solve complex problems in the field of management and to generate new ideas.

Characteristics of educational discipline

Course	**1M**
Semester	**1**
Number of credits ECTS	**4**
Form of final control	**Pass**

Structural and logical scheme of studying the discipline

Prerequisites	Postrequisites
Ukrainian language	Technology of managing business development
Philosophy	Business-finance management
Macro- and microeconomics	Business-process management
Business economics	The technology of business analysis and planning
Econometrics	Diploma thesis
Statistics	
Finance	
Management theory	
Management	
Basis of scientific-analytical research	
Foreign language of academic and professional communication	

Competences and learning outcomes of the discipline

Competences	Learning outcomes
GC 1. Ability to conduct research at the appropriate level GC 6. Ability to generate new ideas (creativity) GC 7. Ability to abstract thinking, analysis and synthesis SC 3. Ability to self-development, lifelong learning and effective self-management	LO 1. Critically consider, choose and use the necessary scientific, methodical and analytical management tools in unpredictable conditions
GC 7. Ability to abstract thinking, analysis and synthesis	LO 2. To identify problems in the organization and justify the methods of their solution
GC 5. Ability to act based on ethical considerations (motives)	LO 9. To be able to communicate in professional and scientific circles in national and foreign languages
SC 12. The ability to develop and apply methods and technologies of integrated management in the organization	LO 14. Apply and create integrated manage-ment technologies, methods and tools for effective business management in risk conditions

The program of the educational discipline

Content module 1. Fundamentals of critical thinking and scientific activity

Topic 1. Theoretical foundations of critical thinking

1.1. Concepts and features of critical thinking

The need to develop critical thinking. Characteristics of critical thinking and its components: theory, practice, attitudes. Connection of critical thinking with logic, theory of argumentation, theory of decision-making.

1.2. Methods of critical thinking.

The main features of critical thinking: independence, problem setting, decision-making, clear argumentation. Components, main features, principles: skepticism and objectivity. Algorithm of critical thinking, main phases: analysis, understanding, evaluation, criticism. The essence of the main methods of critical thinking. Techniques of critical thinking.

Topic 2. Critical thinking and the decision-making process

2.1. Information and its role in the decision-making process

Concepts and types of information. Sources of information. Evaluation of information, standards and evaluation criteria. Selection of information. The role of understanding in information processing. Technological features and principles of working with information sources. Making smart decisions. Structure of decision-making. Descriptive and prescriptive processes. Clarity heuristics. Heuristics of representativeness.

2.2. The process of argumentation

The essence of the argumentation process, the structure of argumentation, empirical and theoretical argumentation. Types of arguments. The essence of deductive reasoning, the universality and conditions of application of deductive reasoning, the essence of non-deductive reasoning: inductive reasoning and reasoning by analogy, their specifics and main types.

Topic 3. Stages of the scientific method. Basic ideas generation techniques

3.1. The essence of the scientific method

Definition of the scientific method. Stages of the scientific method: problem statement, observation, hypothesis formulation, experiment, analysis of results, conclusions, publication of results.

3.2. Forms of knowledge development

Concepts and types of hypotheses. Theories and their types. Function of theories. Strategies for testing theories and hypotheses. The role of hypotheses and theories in argumentation.

Content module 2. Technology of scientific research and academic writing

Topic 4. Techniques of qualitative research

4.1. Interviews as a popular form of data collection.

Advantages and disadvantages of the interview. Types of questions. Types of interviews: structured, unstructured, mixed. Personal and group interview. Preparing for an interview. Interview rules.

4.2. Observation and its use in the study of the management process.

Types of observations: participant and non-participant, systematic and non-systematic. Drawing up an observation program. Stages of observation. Advantages and disadvantages of observation.

4.3. Case study and action research

Features of the case study method. Types of case studies. Case studies in finance. Action research, its stages.

Topic 5. Quantitative Research Design & Methods

5.1. Types of quantitative research

Experimental and non-experimental studies. Survey method. Components of the survey method: design, sampling, variables, data analysis. Compilation of the questionnaire. Rules for composing questions.

5.2. Answer formats

Likert scale, Semantic differential scale, Guttman scale.

5.3. Basics of measurement.

Pollock's model. Units of analysis. Levels and scales of measurement: nominal, ordinal, interval, ratio. Ensuring the validity of research results.

Methods of establishing causal relations. Models and modeling – a tool of science. Stages of modeling. Types of models. Economic modeling. Requirements for models.

Topic 6. Writing academic texts and academic integrity

6.1. Writing a scientific article as a leading genre of scientific text.

Structural elements of a scientific article. Formulation of the title and content of the abstract. Components of the introduction: definition of the problem and its connection with important practical tasks, relevance of the problem, definition of the general problem to which the scientific article is devoted. Research question. Formulation of the purpose of the study. Rules for writing a literature review. Presentation of research results and conclusions. Making a list of used sources. Citation requirements.

6.2. Academic integrity in scientific activity.

Plagiarism in science: the reasons and preconditions for detection. Types and methods of plagiarism. Detection of plagiarism. Basic rules for the use of original texts, citations and links. Ways to prevent plagiarism.

The list of practical classes, as well as questions and tasks for independent work is given in the table "Rating-plan of the educational discipline".

Teaching and instruction methods

The main method of teaching the discipline is an explanatory-illustrative method, which is a tool for studying theoretical material, all lectures are presented in the form of presentations using Microsoft PowerPoint. Methods are also used to achieve competencies and learning outcomes: discussions (topics 1, 2, 3); demonstration of illustrative material (topics 3, 4, 5), simulation of professional situations (topics 2, 4, 5), work in small groups (topics 3), case studies (topics 4), various individual (topics 6) and group works (topics 2, 3), work with sources of statistical information and regulatory acts (topics 2, 6).

Assessment system of learning outcomes

Assessment of the results of the study of the educational discipline “Critical thinking and fundamentals of academic writing” is carried out on a cumulative (100-point) system assessment. Assessment is carried out on the following types of control:

current control – is carried out during the semester during the lectures and seminars and estimated by the amount of points scored (maximum score – 100 points, minimum score that allows the student to get credit – 60 points);

final/semester control – is conducted in the form of a semester credit in accordance with the schedule of the educational process.

Credit is set as the total amount of points, which were scored on the results of the current control.

Current control includes the assessment of students during practical classes, individual work, modul control works.

The maximum number of points during ***practical classes*** is 40 points.

The forms of current assessment and methods of demonstrating learning outcomes of ***individual work*** can be:

reports on the research results – 30 points;

presentation – 10 points;

writing *colloquiums* – final tests of the course will get 20 points. The test consists of practical and test tasks on each topic and is evaluated with a maximum of 10 points.

The procedure for the current assessment of students' knowledge.

Assessment of student's knowledge during seminars, practical classes and individual tasks is carried out according to the following criteria:

- understanding, degree of assimilation of the theory and methodology of the problems under consideration; the degree of assimilation of the actual material of the discipline; acquaintance with the recommended literature, as well as contemporary literature on the issues under consideration; the ability to combine theory with practice when considering real situations in the process of performing individual tasks and tasks submitted for consideration in an audience;

- to generalize information and make conclusions; the ability to explain alternative views and the presence of their own point of view, the position on a certain problematic issue; application of analytical approaches; quality and clarity of reasoning; logic, structuring and substantiation of conclusions on a specific problem; independence of work; literacy of presentation of the material; use of comparison methods, generalizations of concepts and phenomena; registration of work.

The general criteria for evaluating individual work of students are: the depth and strength of knowledge, the level of thinking, the ability to systematize knowledge on specific topics, the ability to make sound conclusions, the possession of categorical apparatus, skills and techniques for the implementation of practical tasks, the ability to find the necessary information, carry out its systematization and processing, self-realization on practical and seminars.

The final/semester control. The student should be considered certified if the sum of the points earned on the results of the current control is equal to or exceeds 60. The student can not be considered certified if the sum of the points earned on the results of the current control is equal to 59 and less points.

Forms of assessment and distribution of points are given in the table “Rating-plan of the educational discipline”.

Rating-plan of the educational discipline

Topic	Forms and types of education		Forms of evaluation	Max points
Topic 1	***Classroom work***			
	Lecture	Lecture on the topic questions: 1.1. Concepts and features of critical thinking 1.2. Methods of critical thinking.	Work on lecture	
	Laboratory work	Selecting a research topic for writing a scientific article and substantiating its relevance	Assignment assessment	10
	Individual work			
	Questions and tasks for the individual work	Elaboration of the lecture material, preparation for practice and presentation.	Checking readiness for practical classes	
Topic 2	***Classroom work***			
	Lecture	Lecture on the topic questions: 2.1. Information and its role in the decision-making process 2.2. The process of argumentation	Participation in discussion	
	Laboratory work	Compiling a list of sources on the topic of research and their annotations	Assignment assessment	10
	Individual work			
	Questions and tasks for the individual work	Elaboration of the lecture material, preparation for practice and presentation.	Checking readiness for practical classes	
Topic 3	***Classroom work***			
	Lecture	Lecture on the topic questions: 3.1. The essence of the scientific method 3.2. Forms of knowledge development	Work on lecture	
	Laboratory work	Morphological analysis of key research concepts	Assignment assessment	10
	Individual work			
	Questions and tasks for the individual work	Elaboration of the lecture material, preparation for practice and presentation.	Checking readiness for practical classes	
Topic 4	***Classroom work***			
	Lecture	Lecture on the topic questions: 4.1. Types of interviews: structured, unstructured, semi-structured. Preparing for an interview. 4.2. Types of observations: participant and non-participant, systematic and non-systematic. Types of case studies.	Participation in discussion	

Topic	Forms and types of education		Forms of evaluation	Max points
	Laboratory work	Colloquium	Colloquium	10
	Individual work			
	Questions and tasks for the individual work	Elaboration of the lecture material, preparation for practice and presentation.	Checking readiness for practical classes	
Topic 5	***Classroom work***			
	Lecture	Lecture on the topic questions: 5.1. Types of quantitative research. 5.2. Answer formats 5.3. Basics of measurement.	Participation in discussion	
	Laboratory work	Statement of a research question, formulation of research hypotheses, choice of research methods	Assignment assessment	10
	Individual work			
	Questions and tasks for the individual work	Elaboration of the lecture material, preparation for practice and presentation. Gathering material for writing a scientific article	Checking readiness for practical classes	
Topic 6	***Classroom work***			
	Lecture	Lecture on the topic questions: 6.1. Writing a scientific article as a leading genre of scientific text 6.2. Academic integrity in scientific activity.	Participation in discussion	
	Laboratory work	Writing a research paper	Individual task checking	30
	Laboratory work	Presentation of research results	Defense of the presentation	10
	Laboratory work	Colloquium	Colloquium	10
	Individual work			
	Questions and tasks for the individual work	Preparing to colloquium	Checking readiness for colloquium	
	Total maximum number of points for the discipline			100

Recommended books and resources

Main

1. Bailey S. Academic Writing: A Handbook for International Students 3rd Edition. Routledge, 2021. 320 p.

2. Oshima A., Hogue A. Introduction to academic writing. 3-d Edition. Pearson Education, 2017. 220 p.

3. Swales J., Feak K. Academic Writing for Graduate Students: Essential Tasks and Skills. University of Michigan Press ELT, 2012. 432 p.

4. Zaumanis M. Write an impactful research paper: A scientific writing technique that will shape your academic career. Kindle Direct Publishing. 2021. 107 p.

5. Zaumanis M. Scientific Presentation Skills: How to Design Effective Research Posters and Deliver Powerful Academic Presentations. Kindle Direct Publishing. 2022. 164 p.

Additional

6. Chatfield T. Critical Thinking: Your Guide to Effective Argument, Successful Analysis and Independent Study. SAGE Publications Ltd. – 2018. – 328 p.

7. Matthew J. Van Cleave. Introduction to Logic and Critical Thinking. 2016. Electronic book. 235 p.

8. Silvia P. J. How to write a lot: a practical guide to productive academic writing. Washington: American Psychological Association, 2018.

Information resources

9. Library of Critical Thinking Resources: http://www.criticalthinking.org/pages/index-of-articles/1021.

10. Materials and exercises for the development of critical thinking: https://sites.google.com/site/nacalnyeklnizneudinsk/picasa-veb-albomy/animoto http://festival.1september.ru/articles/573737/ http://www.mozliceum.na.by/mr_proekt_critic.php http://www.kmspb.narod.ru./posobie/priem.htm http://ppt4web.ru/pedagogika/ispolzovanie-tekhnologii-kriticheskogo-myshlenija-vnachalnojj-shkole.html http://ext.spb.ru/2011-03-29-09-03-14/137-preschool-literature/3669-2013-10-20-03- 35-23.html.

11. Chmutova I. Critical thinking and academic writing [Electronic resource]. PNS page Simon Kuznets Kharkiv National University of Economics. – Access mode: https://pns.hneu.edu.ua/course/view.php?id=7863.