SYLLABUS

Academic writing

University year 2025-2026

1. Information regarding the programme

1.1. Higher education institution	Babeş-Bolyai University
1.2. Faculty	Faculty of Psychology and Educational Sciences
1.3. Department	Department of Psychology
1.4. Field of study	Psychology - Cognitive Sciences
1.5. Study cycle	Bachelor level
1.6. Study programme/Qualification	Psychologist
1.7. Form of education	

2. Information regarding the discipline

2.1. Name of the discipline	Academic writing					Discipline code	**PLE1640**
2.2. Course coordinator					Assistant professor Andrei R. Costea, Ph.D.		
2.3. Seminar coordinator					Assistant professor Andrei R. Costea, Ph.D.		
2.4. Year of study	III	2.5. Semester	6	2.6. Type of evaluation	V	2.7. Discipline regime	mandatory

3. Total estimated time (hours/semester of didactic activities)

3.1. Hours per week	**4**	of which: 3.2 course	**2**	3.3 seminar/laboratory	**2**
3.4. Total hours in the curriculum	48	of which: 3.5 course	24	3.6 seminar/laborator	**24**

Time allotment for individual study (ID) and self-study activities (SA)	**hours**
Learning using manual, course support, bibliography, course notes (SA)	48
Additional documentation (in libraries, on electronic platforms, field documentation)	24
Preparation for seminars/labs, homework, papers, portfolios and essays	36
Tutorship	10
Evaluations	2
Other activities:	5

3.7. Total individual study hours	**125**
3.8. Total hours per semester	**173**
3.9. Number of ECTS credits	**5**

4. Prerequisites (if necessary)

4.1. curriculum	Basic knowledge of research methods in psychology
4.2. competencies	Fluency in English

5. Conditions (if necessary)

5.1. for the course	● Classroom with at least 80 seats, computer and video projector / Online course conducted through the MS Teams platform.
5.2. for the seminar /lab activities	● Room with at least 40 seats, computer and video projector / Online seminar conducted through the MS Teams platform.

6.1. Specific competencies acquired [1]

[1] One can choose either competences or learning outcomes, or both. If only one option is chosen, the row related to the other option will be deleted, and the kept one will be numbered 6.

Professional/essential competencies	**Knowledge and understanding** • Understanding the different types of scientific texts and communications ● Critical analysis of scientific texts • Understands the links between different components of a scientific study • Understands the differences in style based on the type of scientific text and target audience **Explanation and interpretation** • Adequate interpretation of the information within a scientific text • Explains the basic anatomy of a scientific project • Compares different types of scientific texts and their components **Instrumental - applicative** • Exercises different types of academic writing styles • Can apply different academic writing techniques at a basic level, both individually and in groups, as well as being able to use motivation techniques in academic writing • Can design the basics components of an academic project **Attitude** • Positive attitudes toward academic writing • Promotes quality scientific texts writing in psychology • Values ethical principles in academic writing (originality; copyright, etc.)
Transversal competencies	• Critical thinking • Teamwork • Time management

6.2. Learning outcomes

Knowledge	The student knows: the theory and methods of academic writing
Skills	The student is able to write academic texts
Responsibility and autonomy:	The student has the ability to work independently to obtain high quality scientific communication matherials

7. Objectives of the discipline (outcome of the acquired competencies)

7.1 General objective of the discipline	• Familiarizing students with the main type of academic texts in psychology, while developing practical skills in academic writing.

7.2 Specific objective of the discipline	• Knowing the main type of academic texts and their components. • Understanding the process of academic writing in the field of psychology. • Learning techniques and methods for writing academic texts, both individually and in groups.

8. Content

8.1 Course	Teaching methods	Remarks
1. Scientific Literature: Communication for Experts vs. the General Public	Lecture, demonstrative example, synthesis of knowledge, debate, guided discovery	
2. Types of Scientific Articles: Purpose, Structure, and Expectations	Lecture, demonstrative example, synthesis of knowledge, guided discovery, group activities	
3. What Defines a Scientific Article? Peer Review, Journal Reputation, and Impact Metrics	Lecture, demonstrative example, synthesis of knowledge, debate	
4. Finding Relevant Literature: Sources and Search Strategies	Lecture, demonstrative example, synthesis of knowledge, debate	
5. Scientific Misconduct and Retractions: Recognizing Flawed Research	Lecture, demonstrative example, synthesis of knowledge, debate	
6. **:** Structure of a Research Article: An Overview	Lecture, demonstrative example, synthesis of knowledge, debate	
7. American Psychological Association's (APA) Guidelines for Titles, Authorship, Abstracts, and Introductions	Lecture, demonstrative example, synthesis of knowledge, debate	
8 Writing the Methods Section: APA Guidelines and Best Practices	Lecture, demonstrative example, synthesis of knowledge, debate	
9 APA Standards for Data Processing and Results Reporting	Lecture, demonstrative example, synthesis of knowledge, debate	
10 Presenting Results Effectively: APA Guidelines and Best Practices	Lecture, demonstrative example, synthesis of knowledge, debate	
11 Structuring the Discussion and Conclusion Sections	Lecture, demonstrative example, synthesis of knowledge, debate	
12 Presenting Research: Principles of Effective Oral Communication	Lecture, demonstrative example, synthesis of knowledge, debate	

Bibliography

Mandatory references:

- American Psychological Association. (2020). Publication manual (7th ed). Washington, DC: American Psychological Association.
- Bailey, S. (2014). Academic writing: A handbook for international students. Routledge.
- Goodwin, C. J. (2010). Research in psychology. Methods and design. John Wiley & Sons. • Hartley, J. (2008). Academic writing and publishing: A practical handbook. Routledge.

Optional references:

Schinka, J. A., Velicer, W. F., & Weiner, I. B. (Eds.). (2013). Handbook of psychology: Research methods in psychology (2nd ed.). John Wiley & Sons, Inc.

8.2 Seminar / laboratory	Teaching methods	Remarks
1 Characteristics of Well-Written Scientific Texts for a General Audience	Synthesis of knowledge, group activities, conversation, debate	
2 Identifying the Right Type of Paper for Reading or Writing	Synthesis of knowledge, group activities, conversation, debate	
3 The Submission and Revision Process: Cover Letters and Responding to Reviewers	Synthesis of knowledge, group activities, conversation, debate	

4 Developing an Effective Literature Search Strategy	Synthesis of knowledge, group activities, conversation, debate	
5 Preprints, Public Archives, and Open Data Sources	Synthesis of knowledge, group activities, conversation, debate	
6 Principles of Effective Scientific Writing: Clarity, Precision, and Conciseness	Synthesis of knowledge, group activities, conversation, debate	
7 Writing Coherent Sentences and Paragraphs: Identifying and Addressing Research Gaps	Synthesis of knowledge, group activities, conversation, debate	
8 Refining Writing Style: Eliminating Redundancies	Synthesis of knowledge, group activities, conversation, debate	
9 Open-Access Tools for Data Processing	Synthesis of knowledge, group activities, conversation, debate	
10 Creating Clear and Informative Data Visualizations	Synthesis of knowledge, group activities, conversation, debate	
11 Reference and Citation Management Tools	Synthesis of knowledge, group activities, conversation, debate	
12 Giving and Receiving Feedback for Stronger Presentations	Synthesis of knowledge, group activities, conversation, debate	

Bibliography

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9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program

- The course will cover most relevant topics for shaping academic writing and science communication skills for future professionals and academics. The content of the course covers all major topics related to writing, form the type of text (i.e., scientific article, a mass-media material, or a recommendation letter) and all major types of research designs and their particularities. The seminar activities and the assignments will give the students the opportunity to practice these skills and effectively write texts or communicate scientific information.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.4 Course	Demonstrating academic writing and scientific communication skills	Written assignments and oral presentations during the semester	50%

10.5 Seminar/laboratory	Demonstrating academic writing and scientific communication skills	Written assignments and oral presentations during the semester	50%
10.6 Minimum standard of performance			
• The final grade consists of written assignments turned in during the semester and oral presentation conducted during seminars. These activities will represent 100% of the final grade and the minimum performance required is to obtain at least 5 out of 10 points.			

11. Labels ODD (Sustainable Development Goals)[2]

	General label for Sustainable Development							
								

Date:
01.10.2025

Signature of course coordinator

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Signature of seminar coordinator

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Date of approval:
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Signature of the head of department

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[2] Keep only the labels that, according to the *Procedure for applying ODD labels in the academic process*, suit the discipline and delete the others, including the general one for *Sustainable Development* – if not applicable. If no label describes the discipline, delete them all and write „*Not applicable.*”.