MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SUMY NATIONAL AGRARIAN UNIVERSITY

Occupational Safety and Physics Department
Engineering and Technology Faculty

MODULE SYLLABUS

Communications in the international environment

Implemented in the "Transport technologies (road transport)" Academic Program

Area of specialization 275 "Transport technologies (road transport)"

at the second (master's) level of higher education

Sumy-2021

Author: _____ (Khvorost T., Ph.D., Associate Professor)

Module syllabus agreed at the Occupational Safety and Physics Department Meeting	Minutes No 9 dated June18 2021		
	Head of Department		(S.M. Khursenko)

Approved by:

Guarantor of the Academic program _____ (Solarov O.)

Dean of the Faculty _____ (Dovzik M.)

Syllabus review (attached) is provided by : _____ (Solarov O.)

_____ (Khursenko S.

Representative of the Department of Education Quality assurance, licensing and accreditation _____ (N. Barania

Registered in electronic data base _____21. 09_____ 2021

Syllabus review data:

The academic year in which changes are made	The Academic program attachment number with changes description	Changes revised and approved		
		Minutes No and date of the department meeting	Head of Department	Guarantor of the Academic program

1. MODULE OVERVIEW

1.	Title	Communications in the international environment
2.	Faculty/Department	Engineering and Technology Faculty/ Occupational Safety and Physics Department
3.	Type	compulsory
4.	Program(s) to which module is attached (to be filled in for compulsory types)	
6.	Level of the National Qualifications Framework	7
7.	Semester and duration of module	1 / 15
8.	ECTS credits number	5,0
9.	Total workload and time allotment	Directed study			Self-directed study

		Lectures	Practicals	Labs	
		16	30		104

10.	Language of instruction	English
11.	Module leader	Khvorost T.V.
12.	Module leader contact information	Occupational Safety and Physics Department, and the auditorium of the department 307m, khvorost.t83@gmail.com
13.	Module description	A well-targeted grant proposal has three parts perfectly in line: the target funding agency, the type of grant (or grant mechanism), and awareness of the identity of the evaluators. In this Module, we will outline some of the work that needs to be done to create these alignments before you begin to write. We will discuss identifying potential funders, identifying the right grant type, and talking with the program officers, both the how and the why.
14.	Module aim	to form students' general idea of the project writing (proposal) and provide practical skills to develop their own projects.
15.	Module Dependencies (prerequisites, co-requisites, incompatible modules)	Prerequisites «English language»
16.	The policy of academic integrity	Adherence to academic integrity in the course is based on the intra-university system of prevention and detection of academic plagiarism. The main requirements for the course include - links to sources of information in the case of the use of ideas, developments, statements, information; providing reliable information about the results of their own educational (scientific, creative) activities, used research methods and sources of information. Verification of texts for uniqueness is carried out by the same means for all applicants: - with the help of Unicheck software and MOODLE system tools; according to Internet sources - using the program Antiplagiarism.net. The applicant for higher education has the right to appeal the results of the assessment.
17	Link in Moodle	https://cdn.snau.edu.ua/moodle/course/view.php?id=4729

1. CORRELATION BETWEEN MODULE LEARNING OUTCOMES (MLOs) AND PROGRAM LEARNING OUTCOMES (PLOs)

MLOs: On successful completion of the module the learner will be able to:	PLOs				How assessed
	PLOs 1	**PLOs 2**	**PLOs 4**	**PLOs 13**	
MLOs 1. Grants search skills in the information environment, their analysis and classification	+	+			Discussion, group work Conducting a survey (testing)
MLOs 2. Possession of modern approaches, methods and basic tools for writing projects;		+	+		Discussion, group work
MLOs 3. Possession of organizational and managerial skills in project writing;			+	+	Conducting a survey (testing)
MLOs 4. Experience in filling out the application form and writing projects.		+			Project writing (proposal)

3. MODULE INDICATIVE CONTENT

Autumn semester

Topics	Distribution of hours		Learning resources
	Directed study	**Self-directed study**	
	Lectures	**Practicals**		
Topic 1. Getting Started Your proposal is a marketing document. Any marketing campaign requires a plan Target market: Funding agency, grant type, peers Competitive advantage: Idea development Seek Advice from Colleagues: The Banana Bread Principle Seek Advice from Colleagues: The Banana Bread Principle Match Your Idea to the Right Funding Opportunity Proposal structure, Budget	2	2	20	[1, 2, 3]
Topic2. Review Criteria and Review Process Every proposal should answer the review criteria Make it easy for the reviewers to review your proposal Process, Scoring, Reviewers		2	20	[1, 2, 3, 4, 5]

Topic 3. Strategic Planning and Time Lines Keeping the proposal in context Planning a single proposal—smaller projects Pilot projects Planning a single proposal—larger research projects Getting Organized Time management	2	2	20	[1, 2, 5]
Topic 4. Specific Aims/Overview/Intellectual Merit – the Framework Writing this page is a process more of thinking than of wordsmithing Start writing this page well in advance of submission Create a theoretical or conceptual framework for your proposal Flexibility in the framework		2	20	[1, 2, 4]
Topic 5. Turning the framework into a Specific Aims, Overview, or Intellectual Merit Page Key underlying problem Key foundational knowledge Key barrier to progress Key preliminary data/Relevant unpublished work Central hypothesis/Research question Specific aims/Objectives Impact of the work Research Proposal – one-page (flexible) outline	2	4	20	[1, 4, 5]
Topic 6. Significance (and the Scientific Premise) Significance and Scientific Premise for applicants to the NIH		2	15	[1, 2, 3,]
Topic 7. Innovation theoretical concepts approaches or methodologies instrumentation interventions		2	20	[1, 2, 4, 5]
Topic 8. Background and Preliminary Data Background Preliminary Data / Previous Work	2	2	15	[1, 2, 3, 4, 5]
Topic 9. Approach/Research Plan Planning vs. reality The Approach or Research Plan section is not a Methods section The Specific Aims/Objectives are your guiding touchstone Specific Activities Expected outcomes Potential Problems and Alternative 2Approaches Evaluation Plan, Time table/Milestones Summary and Future Directions	2	4	15	[1, 3, 4, 5]
Topic 10. Title and Abstract Title	2	2	15	[1, 2, 3, 4, 5]

Abstract				
Topic 11. The "Administrative Forms" Facilities & Other Resources Equipment, Facilities & Other Resources Resource or Data Sharing Plan Human Subjects Cover Letter and Assignment Request Form	2	2	15	[1,4, 5]
Topic 12. Budgets and Justifications Outline a project budget	2	4	31	[3, 4, 5]
Total	16	30	104	

4. TEACHING AND LEARNING METHODS

MLOs	Teaching methods (directed study)	Hours	Learning methods (self-directed study)	Hours
MLO 1	Teaching lecture material. Show examples of problem solving in lectures Discussion, Brainstorming Work on practical classes. Consultations	10	elaboration of lectures, performance of tasks which performance is begun at a practical lessons, study of material for independent work	26
MLO 2	Teaching lecture material. Show examples of problem solving in lectures Discussion, Brainstorming Work on practical classes. Consultations	10	elaboration of lectures, performance of tasks which performance is begun at a practical lessons, study of material for independent work	20
MLO 3	Teaching lecture material. Show examples of problem solving in lectures Discussion, Brainstorming Work on practical classes. Consultations	10	elaboration of lectures, performance of tasks which performance is begun at a practical lessons, study of material for independent work	20
MLO 4	Teaching lecture material. Show examples of problem solving in lectures Discussion, Brainstorming Work on practical classes. Consultations	16	elaboration of lectures, performance of tasks which performance is begun at a practical lessons, study of material for independent work, project writing (proposal)	38

5. ASSESSMENT
5.1. Diagnostic assessment
5.2. Summative assessment
5.2.1. Intended learning outcomes methods:

No	Summative assessment methods	Grades	Deadline
	Autumn semester		
1.	Survey / Testing on processed topics (multiple choice test)	35	2, 10, 12,14 week
2.	Midterm survey (multiple choice test)	15	according to the schedule of the educational process
3.	Project writing (proposal)	20	16 week
4.	Exam	30	18 week
	Total	100	

5.2.2. Grading criteria

Summative assessment method	Unsatisfactory	Satisfactory	Good	Excellent
Survey / Testing on processed topics (multiple choice test)	<21 Grades	22-25 Grades	26-30 Grades	31-35 Grades
	<60% correct answers	60-74 % correct answers	75-89 % correct answers	90-100 % correct answers
Midterm survey (multiple choice test)	<7 Grades	7-10 Grades	10-13 Grades	14-15 Grades
	<60% correct answers	60-74 % correct answers	75-89 % correct answers	90-100 % correct answers
Project writing (proposal)	<10 Grades	11-15 Grades	16-18 Grades	19-20 Grades
	Task not completed	Most requirements are met, but some components are missing or insufficiently disclosed, there is no analysis of other approaches to the issue	All requirements of the task are fulfilled	All requirements of the task are fulfilled, creativity, thoughtfulness is shown, own solution of a problem is offered
Exam	15 Grades	16-19 Grades	20-25 Grades	26-30 Grades
	Task not completed	Most requirements are met, but some components are missing or insufficiently disclosed, there is no analysis of other approaches to the issue	All requirements of the task are fulfilled	All requirements of the task are fulfilled, creativity, thoughtfulness is shown, own solution of a problem is offered

5.3. Formative assessment

Formative exercises are designed to enable students to develop particular aspects of their learning, prior to summative assessments. Formative exercises are designed to help students use feedback and self-reflection to manage and develop their learning so that they can see how to improve their work.

No	Formative Assessment elements	Date
Autumn semester		
1.	Passing tests on midterm survey and modules, with feedback from the teacher	according to the schedule of the educational process
2.	Verbal feedback from the teacher during classes	during classes
3.	Consultations, verbal feedback from the teacher during working on Project proposal.	during classes
4.	Survey / Testing on processed topics (multiple choice test)	2, 10, 12,14 week

Self-assessment can be used both an element of formative and summative assessment.

6. LEARNING RESOURCES

Key resources

1. M. S. AtKisson, (2018) Handbook for Planning and Writing Successful Grant Proposals https://english.osu.edu/sites/default/files/2020-08/grant_writing_handbook_0.pdf

2. Jeremy T. Miner and Lynn E. Mine A Guide to Proposal Planning and Writing https://www.research.fsu.edu/media/1268/guideproposalplanningwriting.pdf

3. How to write a grant proposal: a step-by-step guide https://www.pandadoc.com/blog/grant-proposal/#9

4. How to write a successful research proposal https://ludwig.guru/blog/how-to-write-a-successful-research-proposal/?gclid=Cj0KCQjwkIGKBhCxARIsAINMioI21JbRxNgQJbGRXtoTkqaDH5Z-y52MxlOePweI98K7kLrF1AKWG20aArxoEALw_wcB

5. Jeremy T. Miner (2018) Proposal Planning & Writing 5th Edition