

This is a translation of a Swedish document. In the event of a discrepancy, the Swedish-language version shall prevail.

## Scientific writing, 7.5 credits

### *Vetenskapligt skrivande, 7,5 hp*

<b>Course Code/Codes</b>	35PS088
<b>Subject Area</b>	Psychology
<b>School/Equivalent</b>	School of Behavioural, Social and Legal Sciences
<b>Valid from</b>	2025-11-10
<b>Approved</b>	2025-11-10
<b>Revised</b>	-
<b>Approved by</b>	Head of school
<b>Translation to English, date and signature</b>	2025-12-19 CHK

## 1 Course content

The course covers the fundamentals of academic writing, with a focus on writing strategies for producing a monograph or research articles. A starting point is the doctoral students' own experiences and draft texts, in Swedish or English, with several opportunities for peer feedback on drafts and manuscripts. The course addresses academic text structures and genres, the function of different parts of an academic text (introduction, theory, method, analysis/results, discussion, conclusion), as well as argumentation and clarity of presentation. It also deals with questions of positioning in relation to existing research. In addition, the course includes knowledge of the peer-review process for journal articles and strategies for revising manuscripts.

## 2 Outcomes

### 2.1 The course in relation to the doctoral programme

The course shall primarily refer to the following intended learning outcomes for third-cycle courses and study programmes as described in the Higher Education Ordinance, i.e. the doctoral student shall demonstrate:

#### *Knowledge and understanding*

- broad knowledge and systematic understanding of the research field (part of outcome 1)
- advanced and up-to-date specialised knowledge in a limited area of this field (part of outcome 1)

#### *Competence and skills*

- the capacity for scholarly analysis and synthesis (part of outcome 3)
- the capacity to review and assess new and complex phenomena, issues and situations autonomously and critically (part of outcome 3)

- the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively (part of outcome 4)
- the ability to review and evaluate research and other qualified tasks (part of outcome 4)
- the ability in both national and international contexts to present and discuss research and research findings authoritatively in speech and writing and in dialogue with the academic community and society in general (outcome 6)
- the capacity to support the learning of others (part of outcome 8)

*Judgement and approach*

- intellectual autonomy and disciplinary rectitude (part of outcome 9)

The intended learning outcomes are listed in the same order as in the general syllabus for the programme.

## **2.2 Intended course learning outcomes**

To obtain a passing grade, the doctoral student shall demonstrate:

Knowledge and understanding of

1. the rhetoric and communicative logic of academic texts
2. principles for identifying research gaps and positioning one's studies in relation to previous research
3. principles for an appropriate structure of academic texts
4. academic writing norms
5. the process for publishing research papers

Competence and skills

6. an ability to plan and write academic texts in accordance with academic text conventions
7. an ability to revise draft texts based on feedback given
8. an ability to critically review and provide constructive feedback on someone else's text

*Judgement and approach*

9. an ability to make reflective assessments of academic text production in relation to principles of research ethics

## **3 Reading list and other teaching material**

The following course readings and teaching material will be used on the course:

Kail, R. V. (2019). *Scientific writing for psychology: Lessons in clarity and style*. Sage.

Sarnecka, B. W. (2021). The Writing Workshop: Write More, Write Better, Be Happier in Academia.

- Available for free here: <https://osf.io/tzaeh/>

Locke, K., & Golden-Biddle, K. (1997). Constructing opportunities for contribution: Structuring intertextual coherence and “problematizing” in organizational studies. *Academy of Management journal*, 40(5), 1023-1062.

Further articles and course materials may be added, in which case these will be presented in the study guide prior to the start of the course.

## **4 Teaching formats**

Teaching on the course takes the following format:

Instruction is in the format of lectures, seminars and take-home assignments. The doctoral student is expected to participate actively throughout the course. Short presentations of material will be followed by discussions and assignments to be completed during the sessions. For each session, take-home assignments will also be given in the form of assigned reading and exercises, as well as the preparation of presentations and discussions in front of the group.

## 5 Examination

The course is assessed through an examination consisting of the components listed below. The individual components are not graded separately but together they provide the basis for assessment and grading.

1. Written hand-in assignment 1, 1 credit. Assessment refers to learning outcome 6.
2. Written hand-in assignment 2, 4 credits. Assessment refers to learning outcomes 1-4 and 7-8.
3. Oral and written participation in seminars, 2.5 credits. Assessment refers to learning outcomes 5-9.

*For examinations consisting of several examination components, the following applies:* If during the course it is concluded that a doctoral student is unable to complete a certain examination component, the examiner may set a substitute assignment provided that circumstances do not reasonably allow for the course component to be completed at a later date during the run of the course.

## 6 Grades

Examinations on third-cycle courses and study programmes are to be assessed according to a two-grade scale with either of the grades ‘fail’ or ‘pass’ (local regulations).

The grade shall be determined by a teacher specifically nominated by the higher education institution (the examiner) (Higher Education Ordinance).

To obtain a passing grade on examinations included in the course, the doctoral student is required to demonstrate that he/she attains the intended course learning outcomes as described in section 2.2. Alternatively, if the course consists of multiple examinations generating credit, the doctoral student is required to demonstrate that he/she attains the outcomes that the examination in question refers to in accordance with section 5.

A student who has failed an examination is entitled to a retake.

If an examination consists of several examination components, and a student fails an examination component, the examiner may, as an alternative to a retake, set a make-up assignment with regard to the examination component in question.

A doctoral student who has failed an examination twice for a specific course or course element is entitled, upon his/her request, to have another examiner appointed to determine the grade.

## 7 Admission to the course

### 7.1 Admission requirements

To gain access to the course and complete the examinations included in the course, the applicant must be admitted to a doctoral programme at Örebro University.

To maximise the benefits gained from the course and make efficient use of time, the applicant is expected to have a text to work on throughout the course. This might be a manuscript intended for the doctoral thesis or some other kind of academic text (for instance an unpublished paper).

## 7.2 Selection

Selection between applicants who have been admitted to doctoral programmes at Örebro University and who otherwise meet the admission requirements as listed above is made according to the following order of precedence.

If no other selection criteria are specified in this section, priority shall be given to applicants with a lower number of course credits left before the award of their degree over applicants with a higher number of remaining course credits. Should two or more students have equal number of credits, selection will be done through the drawing of lots. This also applies within any selection groups listed unless otherwise stated.

## 7.3 Other applicants than doctoral students admitted at Örebro University

Other applicants than doctoral students admitted at Örebro University may be given access to the course on the grounds of provisions for and/or agreements regarding contracted courses, joint degrees, national graduate schools or cooperation in other respects with other universities.

Any decisions on what such other applicants may be given access to the course are made separately and on the basis of the provisions and/or agreements that occasion the student to apply for the course.

# 8 Transfer of credits for courses, study programmes and other experience

Provisions on the transfer of credits can be found in the Higher Education Ordinance and on the university's webpage.

# 9 Other information

## Transitional provisions