

Ministry of education and science of Ukraine
Sumy national agrarian university
Faculty of economics and management
Department of management named by L.Mykhailova

Syllabus of the educational component

**SCIENTIFIC PUBLICATIONS WRITING AND
PHD DISSERTATION PREPARATION
(mandatory)**

Specialty	D3 Management
Educational program	Management
HE level	doctor of philosophy the third (educational and scientific) level of higher education

Creator: [Signature] Inna Sokhan, Dr.Sci in Management, professor of Management
department named by L.Mykhailova

Considered, reviewed and approved on the meeting
of the department of Management
named by L.Mykhailova, prot.# 15 from "10" 06 2025

The head
of the department

[Signature] Alvina OREKHOVA
(sign) (name)

Approved:

Guarantor of the educational program

[Signature] Inna SOKHAN
(sign) (name)

Dean of the Faculty

[Signature] Svitlana LUKASH
(sign) (name)

Head of PhD Department

[Signature] Svitlana Yaroshchuk
(sign) (name)

A review of the work program has been provide

[Signature] A. Oriekhova
(sign) (name)

(sign) (name)

Methodist of the Department of Education Quality,
licensing and accreditation

[Signature] N. Borachen
(sign) (name)

Registered in the electronic database: date: 03.07. 2025

SNAU, 2025

Information on viewing the work program (syllabus):

Academic year in which the changes are made	The number of the annex to the work program with a description of the changes	The changes were reviewed and approved		
		Date and number of the protocol of the meeting of the department	Head of department	Guarantor of EP

1. GENERAL INFORMATION ABOUT THE EDUCATIONAL COMPONENT

1.	Name of EC	Scientific publication writing and phd dissertation preparation			
2.	Faculty/Department	Faculty of Economic and Management / Department of Management named by L.Mykhailova			
3.	State of EC	Obligatory			
4.	Program/Specialty (programs) of which the OC is a component (to be filled in for mandatory OCs)				
5.	Program/Specialty	Scientific and educational program «Management». The third (educational and scientific) level of higher education. Level of higher education: doctor of philosophy. Field of study: D - «Management and administration». Specialty: D3 - «Management».			
6.	Level of NFC	8			
7.	Semester and studying duration	Full-time 14 weeks, 2 semestr			
8.	ECTS credits number	3			
9.	Total workload and time allotment Language of instruction	Directed study			Self-directed study
		Lectures	Seminars	Labs	
		20	20	-	50
10.	Lecturer/Leader of educational component	English			
11.	ECTS credits number	Inna Sokhan, Dr.Sci in Management, professor of Management department named by L.Mykhailova			
11.	Contacts	Consultations hours – every tuesday at 12.15, online; inna.sokhan@snau.edu.ua			
12.	Educational component description	The discipline "Scientific publications writing and phd dissertation preparation" is an important component of the training of specialists and occupies a significant place in future practical activities. The importance of the course is determined by the formation of students obtaining the degree of Doctor of Philosophy in basic knowledge of methodology, methods and organization of scientific activity to ensure their professional training as scientists; as well as the formation of competences in conducting independent qualified and completely original scientific research, making informed decisions regarding the selection of appropriate research tools and ways of solving scientific and applied tasks that arise during the development of one or another problem, as well as mastering the general conceptual and categorical apparatus and a special methodology of scientific knowledge, developing the necessary skills and abilities to produce new ideas in the relevant fields.			

13.	Educational component aim	Formation of phd student at the third (educational and scientific) level of competencies that will allow to create, analyze and solve complex problems in the conditions of a changing environment, provide a comprehensive approach to the completion of dissertation work
14.	Prerequisites for educational component studying, connection with other educational components of EP	1. The educational component is based on the study of EC: OC3, OC5, OC6 2. The educational component is the basis for studying EC: organization of preparation of scientific publications and writing of dissertations
15.	Policy of academic integrity	According to the Code of Academic Integrity of the Sumy NAU, academic integrity is a set of principles, rules of behavior of participants in the educational process, aimed at forming an independent and responsible personality, capable of solving tasks in accordance with the educational level in compliance with the norms of law and social morality. Observance of academic integrity by students of higher education involves independent performance of educational tasks, tasks of current and final control, learning results. It is expected that students of higher education will adhere to the principles of academic integrity, being aware of the consequences of its violation, which is determined by the regulatory documents of the Sumy National Agrarian University, in particular the Code of Academic Integrity, the Regulations on the Prevention and Detection of Academic Plagiarism at the Sumy NAU (a full list of regulatory documents is posted on the university's website. https://snau.edu.ua/viddil-zabezpechennya-yakosti-osviti/zabezpechennya-yakosti-osviti/akademichna-dobrochesnist/). For violation of academic integrity, students of higher education may be held to the following academic responsibility: - repeated assessment (test, exam, credit, etc.); - repeated completion of the training course; - warning; - issuing a reprimand; - expulsion from the university; (Part 5 of Article 48 of the draft Law of Ukraine "On Education"); - arrest or restriction of liberty, or deprivation of liberty, with deprivation of the right to hold certain positions or engage in certain activities with a fine.
16.	Moodle link	https://cdn.snau.edu.ua/moodle/course/view.php?id=5988
17.	Keywords:	Doctor of Philosophy, quality of education, dissertation, university, training, research, scientific publications

2. LEARNING OUTCOMES UNDER THE EDUCATIONAL COMPONENT AND THEIR RELATIONSHIP WITH PROGRAM LEARNING OUTCOMES

Learning outcomes for EC (MLOs): On successful completion the educational component, the student will be able...	Program learning outcomes, PLOs (specify the number according to the numbering given in EP) ¹			How is assessed
	PLO ₂	PLO ₆	PLO ₇	
MLOs 1. Be able to formulate a problem, develop a plan, form a methodology and evaluate the results of scientific research.		x		Research tasks
MLOs 2. Use the latest technologies and research methodology in combination with modern management science to present the results of scientific research in periodicals and during public speeches.	x			Individual task
MLOs 3. Apply a competent approach to the formation of a set of measures for approbation of the results and defense of the dissertation research.			x	Multiple choice test

PLO₀₂ Feel free to present and discuss with specialists and non-specialists research results, scientific and applied scientific problems by the state and English languages, qualified to display the results of research in

scientific publications in leading international scientific publications.

PLO₀₆. Plan and carry out scientific and applied research with of management and related interdisciplinary areas with the use of modern tools, critically analyze the results of own research and the results of other researchers in the context of the entire complex of modern knowledge regarding the investigated problem; make proposals for financing research and/or projects.

PLO₀₇. To test and implement the results of one's own research in the field of management.

3. CONTENT OF THE EDUCATIONAL COMPONENT (CURRICULUM PROGRAM)

Topic. List of issues to be considered within the topic	Distribution within the general time budget		Learning resources
	Class work	Individual work	

Topic 1. The essence of scientific publications and their role in the process of preparing a dissertation. Plan: 1. Modern requirements and approaches to the preparation of scientific publications and their importance for the successful preparation of a dissertation. 2. Classification and specificity of scientific publications. 3. Dissertation abstract and the method of its implementation and design. Dissertation abstract structure. 4. Scientific report. Theses of the scientific report. 5. Scientific monograph, its structure, requirements for writing.	2	2	6	1-13
Topic 2. Organization of the preparation of a scientific article and its support. Plan: 1. Types of scientific articles: original article, scientific report, review article, etc. 2. General requirements for the structure and content of the article. 3. Special requirements of magazines. 4. Tables, illustrative materials and additional information. 5. General recommendations for magazine selection. 6. Covering letter to the editors of the magazine. 7. Elsevier platform for journal selection.	2	2	6	1-13
Topic 3. Peculiarities of preparing articles for publication in publications indexed in Scopus and Web of science. Plan: 1. Ensuring the methodological accuracy of the scientific text in the process of publication in leading scientific publications (indexed in international scientometric databases). 2. Features of the structure of articles in publications indexed in Scopus and Web of science. 3. Search for periodicals for publication and check them for indexing. 4. Stages of preparation, submission and review of articles. 5. Application of economic-mathematical modeling tools to improve the quality of articles.	2	2	6	1-13

Topic 4. Organization of work with scientific literature. Plan: 1. Modern information and search systems. 2. Accumulation and processing of scientific information. 3. Bibliographic information management tools: Zotero, Bibus, EndNote and Mendeley.	2	2	5	1-13
Topic 5. The structure of the dissertation research. Plan: 1. Basic concepts of scientific research. 2. General methodology of dissertation research. 3. Formulation and approval of the topic of the dissertation research. 4. Organization of work on the dissertation. 5. Search, accumulation and processing of scientific information. 6. Writing a literature review for the dissertation. 7. Outline of the content and structure of the dissertation. Introduction to the dissertation. 8. The main part of the dissertation. Conclusions to the dissertation. References. 9. Presentation of text material. Rubrication of the text.	2	2	5	1-13
Theme 6. Dissertation design. Plan: 1. Language and style of presentation of the material. Punctuation, syntactic design of sentences. 2. Technical characteristics of the dissertation. Titles of the structural parts of the dissertation. Legend. Equations and formulas. Designing illustrations and digital material. 3. Rules of citation and references. Compilation of the list of used literature and appendices.	2	2	5	1-13
Topic 7. Preparation of dissertation research for defense. Plan: 1. Conducting a preliminary examination at the department. 2. Forming a conclusion about the scientific novelty, theoretical and practical	2	2	6	1-13

significance of the results of the dissertation. 3. Rules for creating a specialized scientific council. 4. Documents required for submitting a dissertation to a specialized academic council.				
Topic 8. The procedure for defending a dissertation research. Plan: 1. The procedure for defending a dissertation research. 2. Preparation of a report for the defense of the dissertation. Stylistic features of the report for the dissertation defense procedure. 3. Multimedia presentation of research results. 4. Answers to the questions of the members of the specialized scientific council. 5. Preparation of documents for the submission of the certification case.	4	4	6	1-13
Topic 9. Ethics of scientific publications, academic integrity and responsibility. Plan: 1. Ethics of scientific research and publication preparation. 2. Types of academic dishonesty. 3. Plagiarism and its types. 4. Responsibility for violation of academic integrity.	2	2	5	1-13
Total	20	20	50	

4.TEACHING AND LEARNING METHODS

MLO	Teaching methods (work to be carried out by the teacher <u>during classroom classes,</u> consultations)	Teaching methods (what types of educational activities should the student <u>perform independently</u>)
MLOs 1. Be able to formulate a problem, develop a plan, form a methodology and evaluate the results of scientific research.	Verbal methods: lecture, explanation, educational discussion	Method of ready knowledge
	Visual methods: demonstration	Method of formation of abilities and skills
	Practical methods: practical works, individual calculation and analytical tasks	Research method

	Method of tutoring	Methods of checking and evaluating knowledge, abilities and skills
MLOs 2. Use the latest technologies and research methodology in combination with modern management science to present the results of scientific research in periodicals and during public speeches.	Verbal methods: lecture, explanation, educational discussion	Method of ready knowledge
	Visual methods: demonstration	Method of formation of abilities and skills
	Practical methods: practical works, individual calculation and analytical tasks	Research method
	Method of tutoring	Methods of checking and evaluating knowledge, abilities and skills
MLOs 3. Apply a competent approach to the formation of a set of measures for approbation of the results and defense of the dissertation research.	Verbal methods: lecture, explanation, educational discussion	Method of ready knowledge
	Visual methods: demonstration	Method of formation of abilities and skills
	Practical methods: practical works, individual calculation and analytical tasks	Research method
	Method of tutoring	Methods of checking and evaluating knowledge, abilities and skills

The following teaching methods will be used during lectures and practical classes:

Explanation. Interpretation of concepts, phenomena, principles, terms, etc., mainly during the teaching of new material.

Educational discussion. This is a discussion of an important issue, an exchange of ideas between students of higher education and/or a teacher, aimed not only at the assimilation of new knowledge, but also at the creation of an emotionally saturated atmosphere that would contribute to a deep penetration into the truth.

Illustration. Using presentations and other media content to reinforce material being explained, discussed or tasks being performed.

Demonstration. Presentation by the teacher of educational materials in dynamics (use of professional programs, situations, etc.).

Written and oral test tasks. Independent concentration and reproduction of acquired knowledge and skills in conditions of limited time and sources of information.

Cases. Algorithmic search for a solution through the use of typical methods, which, unlike the solution of cases, does not require identification of the problem and original approaches to its solution.

Demonstration and discussion of presentations. Visual display of the media accompaniment of the oral presentation with elements of the discussion.

Comparison. With its help, common and distinctive features of objects and phenomena are established.

Exercises. In their essence, they are multiple repetitions of certain actions or types of activity with the aim of their assimilation, which is based on understanding and is accompanied by conscious control and correction. The following types of exercises are used in the educational process: preparatory (they prepare students of higher education to perceive new knowledge and ways of applying it in practice); introductory (contribute to the assimilation of new material based on the distinction of related concepts and actions); trial (first tasks to apply newly acquired knowledge); training (contribute to the formation of skills in standard conditions: according to a sample, instruction, task); creative (the content and method of execution are close to real life situations); control (mainly educational: written, graphic, practical exercises).

Analysis method. Its essence consists in the study of objects or phenomena according to individual signs and relations, in the division into elements, and the understanding of the connections between them.

5. EVALUATION BY THE EDUCATIONAL COMPONENT

5.1.1 To assess the expected learning outcomes, it is provided:

№	Methods of summative assessment	Points / Weight in the overall assessment	The date of compilation
1.	Research taska	40/40%	6,13 week
2.	Individual task	30/30%	14 week
3.	Test	30/30%	14 week

5.1.2 Evaluation criteria

Component	Unsatisfactory	Satisfactory	Good	Excellent
Cases	< 15 points	15-24 points	25-35 points	36-40 points
	The task requirements have not been fulfilled	Most of the requirements are met, but individual components are missing or insufficiently disclosed, there is no analysis of other approaches to the issue	All requirements of the task have been fulfilled	All the requirements of the task were met, creativity and thoughtfulness were demonstrated, and an own solution to the problem was proposed
Individual task	<18 points	18-21 points	22-26 points	27-30 points
	the correct answer was provided for less than 60% of the tasks	the correct answer was provided for 60%-74% of the tasks	the correct answer was provided for 75%-89% of the tasks	90% or more tasks were answered correctly
Test	<18 points	18-21 points	22-26 points	27-30 points
	The task requirements have not been fulfilled	Most of the requirements are met, but some components are missing or insufficiently disclosed	All requirements of the task have been fulfilled	All the requirements of the task were met, creativity and thoughtfulness were demonstrated, and an own solution to the problem was proposed

5.2. Formative assessment:

5.2.1 To evaluate the current progress in education and understand the areas of further improvement, is provided

№	Elements of formative assessment	Date
1	Testing after learning the topics № 2,4,5,7-10.	3 week, 7 week
2	Verbal feedback from the teacher during classroom work	constantly
3	Oral survey during classes and feedback from the teacher during classroom work	constantly
4	Conversation and discussion during classroom lectures	constantly
5	Written feedback from the teacher based on the results of the INHW	6,13 week
6	Discussion of situational tasks and presentations on the subject of independent study of the discipline	constantly
7	Verbal feedback from the teacher and students after the exam	14 week

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

5.3 Total number of points for EC and rating scale

The total number of points for the educational component is 100 points.

5.3.1 Evaluation scale operating at the University:

The sum of points for all types of educational activities	Evaluation on a national scale	
	For an exam, course project (work), practice, qualification work	For a credit
90 – 100	excellent	passed
82-89	good	
75-81		
69-74		
60-68	satisfactory	
35-59	not satisfactory with the possibility of retaking	not passed with the possibility of retaking
0-34	not satisfactory with obligatory repeated study of the discipline	not passed with obligatory repeated study of the discipline

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Рецензія на робочу програму (силабус) OK SCIENTIFIC PUBLICATIONS WRITING AND PHD DISSERTATION PREPARATION

Розроблену викладачем кафедри менеджменту Сохань І.В.

Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента гарантом або членом проєктної групи	Так	Ні	Коментар
Результати навчання за освітнім компонентом (ДРН) відповідають НРК			
Результати навчання за освітнім компонентом (ДРН) відповідають передбаченим ПРН (для обов'язкових ОК)			
Результати навчання за освітнім компонентом дають можливість виміряти та оцінити рівень їх досягнення			

Член проєктної групи ОП _____ (назва) _____ (ПІБ) _____ (підпис)

Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента викладачем відповідної кафедри	Так	Ні	Коментар
Загальна інформація про освітній компонент є достатньою			
Результати навчання за освітнім компонентом (ДРН) відповідають НРК			
Результати навчання за освітнім компонентом (ДРН) дають можливість виміряти та оцінити рівень їх досягнення			
Результати навчання (ДРН) стосуються компетентностей студентів, а не змісту дисципліни (містять знання, уміння, навички, а не теми навчальної програми дисципліни)			
Зміст ОК сформовано відповідно до структурно-логічної схеми			
Навчальна активність (методи викладання та навчання) дає змогу студентам досягти очікуваних результатів навчання (ДРН)			
Освітній компонент передбачає навчання через дослідження, що є доцільним та достатнім для відповідного рівня вищої освіти			
Стратегія оцінювання в межах освітнього компонента відповідає політиці Університету/факультету			
Передбачені методи оцінювання дозволяють оцінити ступінь досягнення результатів навчання за освітнім компонентом			
Навантаження студентів є адекватним обсягу освітнього компонента			
Рекомендовані навчальні ресурси є достатніми для досягнення результатів навчання (ДРН)			
Література є актуальною			
Перелік навчальних ресурсів містить необхідні для досягнення ДРН програмні продукти			

Рецензент (викладач кафедри) _____ (назва) _____ (посада, ПІБ) _____ (підпис)