



## COURSE DESCRIPTION CARD - SYLLABUS

Course name

English course

### Course

Field of study

Safety Engineering

Area of study (specialization)

Security and Crisis Management

Level of study

Second-cycle studies

Form of study

full-time

Year/Semester

1/2

Profile of study

general academic

Course offered in

English

Requirements

elective

### Number of hours

Lecture

0

Laboratory classes

0

Other (e.g. online)

0

Tutorials

30

Projects/seminars

0

### Number of credit points

1

### Lecturers

Responsible for the course/lecturer:

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Responsible for the course/lecturer:

### Prerequisites

The student has language competence compatible with level B1, according to the description of language proficiency levels (CEFR). The student has mastered the grammatical structures and general vocabulary required on the high school graduation exam with regard of productive and receptive skills. The student has the ability to work individually and in a team. The student has the ability to apply various sources of available information.

### Course objective

Improving students' language competence to the minimum level of B2 + (CEFR).

Developing the skills of effective use of the academic language and a specialist language appropriate for a given area in four language skills.



Improving the skills of working with technical texts on technical issues (familiarizing students with the basic translation techniques).

Improving the ability to function on the international labor market and in everyday life.

### Course-related learning outcomes

#### Knowledge

- knows the technical vocabulary related to the following issues: ethical business, motivation, innovation, cultural differences,
- knows the terms, phenomena and processes associated with them, characteristic of the area of Safety Engineering,

#### Skills

- is able to carry out business correspondence in a foreign language,
- is able to make a presentation in a foreign language on a technical or popular science topic,
- is able to speak on general topics and present technical issues, using the appropriate vocabulary and using appropriate grammatical structures,

#### Social competences

- is aware of cultural differences in behavior (especially those occurring during business and private conversations in a foreign language)
- is aware of the importance of the ability for communicate effectively in a foreign language, useful in a professional environment and in typical everyday situations.

### Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

#### Formative assessment:

- current assessment during classes (based on presentations and essays prepared by the student, colloquiums and tests),

#### Summative assessment:

- an average of the grades obtained during tutorials,
- written exam.

### Programme content

Ethical business: Ethical companies, corporate responsibility, sustainability.

Motivation: motivational theories.

Innovation: environmental problems, start-ups.

Cultural differences.

### Teaching methods



Feeding methods: work with textbook, work with onlinetext (professional articles).

Problem solving methods: case study, brain- storming, metoda inscenizacyjna, SWOT, role play, language games).

Practical methods (grammar and vocabulary exercises, translations, presentations, essay writing).

Discussion (Oxford debates, dialogues in pairs).

Exposing methods (drama, film, auditions).

### Bibliography

#### Basic

1. Duckwort M., Turner R. (2008), Business Result DVD Edition: Upper-intermediate, Oxford University Press.

#### Additional

##### 1. Websites:

- [https://www.ted.com/talks/dan\\_pink\\_the\\_puzzle\\_of\\_motivation](https://www.ted.com/talks/dan_pink_the_puzzle_of_motivation)
- [https://www.ted.com/talks/paul\\_tudor\\_jones\\_ii\\_why\\_we\\_need\\_to\\_rethink\\_capitalism](https://www.ted.com/talks/paul_tudor_jones_ii_why_we_need_to_rethink_capitalism)
- [https://www.ted.com/talks/sahil\\_sethi\\_can\\_0\\_7\\_of\\_corporate\\_profits\\_fund\\_the\\_world\\_s\\_biggest\\_problems](https://www.ted.com/talks/sahil_sethi_can_0_7_of_corporate_profits_fund_the_world_s_biggest_problems)
- [https://www.ted.com/talks/linus\\_torvalds\\_the\\_mind\\_behind\\_linux?referrer=playlist-open\\_source\\_open\\_world](https://www.ted.com/talks/linus_torvalds_the_mind_behind_linux?referrer=playlist-open_source_open_world)
- [https://www.ted.com/talks/elon\\_musk\\_the\\_future\\_we\\_re\\_building\\_and\\_boring](https://www.ted.com/talks/elon_musk_the_future_we_re_building_and_boring)

### Breakdown of average student's workload

	Hours	ECTS
Total workload	60	1,0
Classes requiring direct contact with the teacher	30	0,5
Student's own work (literature studies, preparation for tutorials, preparation for tests, preparation for presentations, preparation to test) <sup>1</sup>	30	0,5

<sup>1</sup> delete or add other activities as appropriate