



## COURSE DESCRIPTION CARD - SYLLABUS

Course name

Foreign language - English

### Course

Field of study

Environmental Engineering Second-cycle Studies

Area of study (specialization)

Water Supply, Water and Soil Protection

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

Laboratory classes

Other (e.g. online)

Tutorials

Projects/seminars

30

### Number of credit points

2

### Lecturers

Responsible for the course/lecturer:

mgr Alicja Czosnowska

Responsible for the course/lecturer:

email: [alicja.czosnowska@put.poznan.pl](mailto:alicja.czosnowska@put.poznan.pl)

Centrum Języków i Komunikacji

### Prerequisites

The already acquired language competence compatible with level B2 (CEFR)

The ability to use general and field specific vocabulary, and grammatical structures required on the first level of studies

The ability to work individually and in a group; the ability to use various sources of information and reference works.

### Course objective

Advancing students' language competence towards the level at least B2+ (CEFR).

Development of the ability to use field specific language effectively in both receptive and productive language skills.

Improving the ability to understand field specific texts.



Improving the ability to function effectively on an international market.

### Course-related learning outcomes

#### Knowledge

As a result of the course, the student ought to acquire field specific vocabulary related to the following issues:

Geotechnical monitoring, Hydrodynamic Modeling,

Academic Vocabulary in Use

- \* Analysis of results
- \* Classifying
- \* Comparing and contrasting
- \* Processes and procedures
- \* Reporting

Content analysis

- scientific/ technical article selected by a student

Forms of Academic Writing

Summary of an article selected by student

#### Skills

As a result of the course, the student is able to:

give a talk on field specific topic (in English), and discuss field specific issues using an appropriate linguistic and grammatical structures

understand and analyze international, field specific literature

write a scientific summary of a technical article

#### Social competences

As a result of the course, the student is able to communicate effectively in a field specific/professional area, and to give a successful presentation in English.

The student is able to recognize and understand cultural differences in a professional and private conversation, and in a different cultural environment.

### Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Formative assessment: oral and written tests, MT test, presentations 3



Summative assessment: credit

### Programme content

Developing both general and technical vocabulary.

Reading comprehension practice of professional scientific texts.

Discussing environmental engineering issues referring to the Geotechnical monitoring

Using academic vocabulary

summary writing

### Teaching methods

Methods that use 4 basic skills - receptive (reading and listening) and productive (speaking and writing)

- input (feeding) methods (verbal and knowledge assimilation - text, article)

- seeking methods (independent learning) - problem and practical-practical methods

- output (displaying) methods (using productive skills)

### Bibliography

Basic

Grzegożek, M./ Starmach, I. 2004. English for Environmental Engineering. Krakow: Studium

Praktycznej Nauki Języków Obcych Politechniki Krakowskiej. (EEE)

2. English for Academics (A communication skills course for tutors, lecturers and PhD students). Book 1. 2014. (EFA)

3. "Academic Vocabulary in Use", M. McCarthy & F. O'Dell, 2008, CUP (AV)

4. ESL <https://eslbrains.com/> (ESL)

5. TedEd <https://www.ted.com/> (TedEd).

Additional

"Academic Vocabulary in Use", M. McCarthy & F. O'Dell, 2008, CUP



### Breakdown of average student's workload

	Hours	ECTS
Total workload	50	2,0
Classes requiring direct contact with the teacher	30	1,0
Student's own work (literature studies, preparation for classes, preparation for tests) <sup>1</sup>	20	1,0

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