



## COURSE DESCRIPTION CARD - SYLLABUS

Course name

English language

### Course

Field of study

Chemical Technology

Area of study (specialization)

Level of study

First-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

60

### Number of credit points

5

### Lecturers

Responsible for the course/lecturer:

Dorota Żarnowska, M.Sc. eng

Responsible for the course/lecturer:

### Prerequisites

The already acquired language competence compatible with level B1 (CEFR)

The ability to use vocabulary and grammatical structures required on the high school graduation exam with regard to productive and receptive skills

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

### Course objective

1. Advancing students' language competence towards at least level B2 (CEFR).
2. Development of the ability to use academic and field specific language effectively in both receptive and productive language skills.
3. Improving the ability to understand field specific texts (familiarizing students with basic translation techniques).
4. Improving the ability to function effectively on an international market and on a daily basis.



### Course-related learning outcomes

#### Knowledge

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

1. Ground-level ozone and hole in the ozone layer
2. Nuclear power and renewable energy
3. Acid rain
4. Wastewater and dealing with water pollution
5. Popular science article connected with the field of study
6. Presentation of a chosen chemical element and a chosen chemical industrial process

and to be able to define and explain associated terms, phenomena and processes.

K\_W03, K\_W04, P6S\_WG

#### Skills

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

- give a presentation on field specific or popular science topic (in English)
- discuss general and field specific issues using an appropriate linguistic and grammatical repertoire ,
- prepare a text in English where he/she explains/describes a selected field specific topic.

K\_U01, K\_U02, K\_U04, K\_U05, P6S\_UK

#### 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.

K\_K03, P6S\_KR

### Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

- Formative assessment: tests during academic year (written and oral), presentations
  1. Oral answer related to the material covered in each of the studies sections/chapters
  2. Giving a presentation - the grade will refer to the ESP content, appropriate language tools (ESP language, grammar..) as well as body language.



3. Written short tests/ tests/essays after finishing each section/chapter (the grade will be given according to the following scale: not satisfactory 0-59%, satisfactory 60-65%, satisfactory plus 67-75%, good 76-85%, good plus 86-93%, very good 94-100%)
4. Short oral quizzes - questions during classes referring to the material (each question will be graded up to 5 points)
5. All homework - done in time.
  - Summative assessment: credit - the final grade will be calculated as the mean of all the grades from the semester.
  - Final exam at B2 level prepared by the Centre of Languages and Communication Examination Board (written and oral exam)

### Programme content

1. Ground-level ozone and hole in the ozone layer
2. Nuclear power and renewable energy
3. Acid rain
4. Wastewater and dealing with water pollution
5. Popular science article connected with the field of study
3. Popular science article connected with the field of study
5. Preparing and giving a presentation on a chosen chemical element and a chosen chemical industrial process
6. Discussions on general topics

### Teaching methods

work with texts, discussion, team work, translation, films, individual written and oral deliverance, individual meetings with students, homework analysis, Moodle platform exercises...

### Bibliography

Basic

Richard Harwood and Ian Lodge, Cambridge IGCSE Chemistry, Coursebook, Fourth edition, 2014, Cambridge University Press ,

Dorota Dziuba, Environmental Issues wydanie drugie, Wydawnictwo Uniwersytetu Łódzkiego

Dorota Horowska, English in Chemistry, Wydawnictwo Politechniki Gdańskiej



Additional

Richard Harwood and Ian Lodge, Cambridge IGCSE Chemistry, Workbook, Fourth edition, 2014, Cambridge University Press ,

Gallagher, Rose Marie and Ingram, Paul. 2011. Complete Chemistry. Oxford: Oxford University Press

**Breakdown of average student's workload**

	Hours	ECTS
Total workload	125	5,0
Classes requiring direct contact with the teacher	65	2,5
Student's own work (literature studies, preparation for laboratory classes/tutorials, preparation for tests/exam, project preparation) <sup>1</sup>	60	2,5

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