



COURSE DESCRIPTION CARD - SYLLABUS

Course name

English language [S1ETI2>JANG2]

Course

Field of study

Education in Technology and Informatics

Year/Semester

2/4

Area of study (specialization)

–

Profile of study

general academic

Level of study

first-cycle

Course offered in

Polish

Form of study

full-time

Requirements

elective

Number of hours

Lecture

0

Laboratory classes

0

Other

0

Tutorials

60

Projects/seminars

0

Number of credit points

3,00

Coordinators

Lecturers

Prerequisites

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

1safety - control and warning systems, maintenance, following rules 2planning energy environment, power production 3ai- artificial intelligence - introduction 4software security development-data protection 5selected it issue and to be able to define and explain associated terms, phenomena and processes

Skills:

1give a talk on field specific or popular science topic (in english), and discuss general and field specific

2 issues using an appropriate linguistic and grammatical repertoire 3 express basic mathematical formulas and to interpret data presented on graphs/diagrams 4 use grammar structures compatible with level B2 (CEFR) syllabus 5 talk about general and technical issues applying appropriate lexical and grammar structures, compatible with level B2 (CEFR)

Social competences:

1 as a result of the course, the student is able to communicate effectively in a field of it and its development, and to give a successful presentation in English. 2 the student is able to recognize and understand mechanisms connected with working in a computer engineering field, understands 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:

Learning outcomes presented above are verified as follows: • Formative assessment: placement test, regular tests, presentation, • Summative assessment: credit
100-91%: very good (5.0) 90-82%: good plus (4.5) 81-73%: good (4.0) 72-64%: satisfactory plus (3.5) 63-50%: satisfactory (3.0) 49-0%: unsatisfactory (2.0)

Programme content

Developing communication skills in academic, business and social situations. Improving language skills with particular emphasis on specialist vocabulary in the fields of technology, engineering and IT. Students implement the program on the basis of selected chapters from the primary and complementary literature, and based on Internet sources; they also do vocabulary and grammar tasks.

Course topics

1. Safety 2. Planning 3. Projects 4. Materials and their properties 5. Nanotechnology 6. Robotics (Boston Dynamics) 7. Biometrics 8. Tech Detox

Teaching methods

1 Multimedia presentation, talking about issues illustrated by examples presented on the board, lexical and grammar exercises 2 Group/pair discussions, team work, integrative language games 3 Student's own work, comprehensive reading and comprehensive listening

Bibliography

Basic:

Bonamy, D. 2022. Technical English 3, Pearson Esteras, R.S., Fabre, E.M. 2007. Professional English in use

ICT : for computers and the Internet

Additional:

atson, D., & Williams, H. (2019). Cambridge International AS and A level Computer Science. Hodder Education Group. Brown, G., & Sargent, B. (2021). Cambridge International AS and A level Information Technology. Hodder Education Group. Murphy, R. 1994. English Grammar in Use, Cambridge: CUP (intermediate, advanced) Mascull, B. 2005. Business Vocabulary In Use, Cambridge: CUP

Breakdown of average student's workload

	Hours	ECTS
Total workload	75	3,00
Classes requiring direct contact with the teacher	62	2,50
Student's own work (literature studies, preparation for laboratory classes/ tutorials, preparation for tests/exam, project preparation)	13	0,50