



## COURSE DESCRIPTION CARD - SYLLABUS

Course name

English for technology [S2Eltech1E>JO-JAwT]

### Course

Field of study

Electrical Engineering

Year/Semester

1/1

Area of study (specialization)

Lighting Engineering

Profile of study

general academic

Level of study

second-cycle

Course offered in

English

Form of study

full-time

Requirements

elective

### Number of hours

Lecture

0

Laboratory classes

0

Other

0

Tutorials

30

Projects/seminars

0

### Number of credit points

2,00

### Coordinators

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### Lecturers

### Prerequisites

Language competence compatible with level B2 (CEFR); knowledge of selected field-specific (electrical engineering) vocabulary; ability to use various sources of information. Readiness to follow group work rules and to work in a team.

### Course objective

To develop the student's ability to use academic and field-specific (electrical engineering) language effectively in speech and writing, in a number of complex tasks. To develop the student's ability to analyze critically field-specific texts. To encourage buildup of field-specific vocabulary.

### Course-related learning outcomes

Knowledge:

The student understands the differences between written and spoken forms of English. The student has acquired field-specific vocabulary related to renewable energy sources and sustainable growth, energy

storage, smart and environmentally-friendly solutions - smart home, passive house, modern cars.

#### Skills:

The student is able to write an email, an abstract of their diploma thesis, a summary of a scientific article in English, using an appropriate linguistic and grammatical repertoire. The student is able to give a presentation on a field-specific or popular science topic (in English), and discuss general and field-specific issues, analyzing constraints and feasible solutions. The student is able to understand and analyze international, field-specific literature, assess the merit of resource materials, and use incomplete/partially unreliable resources. The student is able to participate in a discussion on a field specific/professional topic, using 'ad rem' arguments.

#### Social competences:

The student is able to communicate effectively in general and field-specific areas, and communicate in English in public.

### Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Regular assessment of in-class performance and home assignments: individual and/or group presentations, written tasks, participation in a debate. Optionally, a written quiz featuring a battery of tests. Successful completion of assignments is required to obtain a pass.

### Programme content

Writing emails, abstracts and summaries. Presentations. Specialist topics. The structure of a research paper.

### Course topics

Modern ways of generating electrical energy. Energy harvesting. Energy storage. Electric/hybrid/zero-emission vehicles. Comparison of selected types of electrical plants. Advances/smart solutions in electrical engineering. Energy policies in Poland and the EU.

### Teaching methods

Classroom activities guided by the communicative approach.

### Bibliography

#### Basic:

Dubis, A./ Firganek, J. 2006. English through Electrical and Energy Engineering. Kraków: Studium Praktycznej Nauki Języków Obcych Politechniki Krakowskiej.

#### Additional:

Banks, T. 2012. Writing for Impact. Cambridge: Cambridge University Press

Bonamy, D. 2011. Technical English. Pearson Education Limited. (Level 3, Level 4)

Brieger, N., and Pohl, A. 2002. Technical English Vocabulary and Grammar. Summertown: Summertown Publishing.

Campbell, S. 2009. English for the Energy Industry. Oxford: Oxford University Press.

Esteras, S. R., and Fabré, E. M. 2007. Professional English in Use for Computers and the Internet. ICT. Cambridge: Cambridge University Press.

Gajewska-Skrzypczak, I. and Sawicka, B. 2013. English for Electrical Engineering. Poznań: Publishing House of Poznan University of Technology.

Murphy, R. 2012. English Grammar in Use. Cambridge: Cambridge University Press. (all levels)

Oshima, A. and Hogue, A. 2006. Writing Academic English. White Plains: Pearson Education, Inc. Internet sources.

### Breakdown of average student's workload

	Hours	ECTS
Total workload	55	2,00
Classes requiring direct contact with the teacher	30	1,00
Student's own work (literature studies, preparation for laboratory classes/ tutorials, preparation for tests/exam, project preparation)	25	1,00