



COURSE DESCRIPTION CARD - SYLLABUS

Course name

Specialized English language [S2FT2>JAS]

Course

Field of study

Technical Physics

Year/Semester

1/2

Area of study (specialization)

–

Profile of study

general academic

Level of study

second-cycle

Course offered in

Polish

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

mgr Karol Matysiak

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Lecturers

Prerequisites

Language competence corresponding to the CEFR B2 level. Mastered grammatical structures and general vocabulary required for the first-cycle foreign language exam in the range of productive and receptive skills. Ability to work independently and in a team; ability to use various sources of information

Course objective

1. Bringing the language competence of students to the minimum CEFR B2+ level. 2. Developing the ability to use effectively general academic and specialist language appropriate for a given field of study within the scope of four language skills. 3. Improving the ability to work with a technical text. 4. Improving the ability to function on the international labour market and in everyday life.

Course-related learning outcomes

Knowledge:

As a result of teaching, the student should master the technical vocabulary related to the following topics: Planning a career in engineering, application for research funding, communication in scientific communities, attending conferences, writing a critical review, designing an experiment, material 2 properties, process description, abstracts.

Skills:

As a result of teaching, the student should effectively: deliver a presentation in English on a technical or popular science topic conduct business correspondence in English understand and analyze world literature in a given field of education

Social competences:

As a result of teaching, the student should communicate effectively in English in a professional environment and in typical everyday situations, and should have the ability to speak in public. The student is able to recognize and use / understand cultural differences in behaviour and a business and private conversation in English, and in a different cultural environment.

Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Continuous assessment during the semester - partial grades as the basis for a semester credit with a grade. Tests of knowledge acquired during the tutorials. Assessment of homework. Assessment of a presentation, multiple choice tests, matching/gap filling/True False/. Project. 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) 5 Very good - excellent knowledge, skills and competences 4.5 Good plus - very good knowledge, skills and competences 4 Good - good knowledge, skills and competences 3.5 Sufficient plus - satisfactory knowledge, skills, competences, but with significant shortcomings 3 Sufficient - satisfactory knowledge, skills, competences, with numerous errors 2 Insufficient - unsatisfactory knowledge, skills and competences

Programme content

During the course of teaching the following curriculum content will be presented: Getting started in scientific research; Scientific community; Finding a direction for scientific research; Doing a scientific experiment; Presenting research results; Participating in a scientific conference; Academic writing; CAE, IELTS - materials.

Course topics

During the course of teaching the following topics will be covered: Planning a research career; Applying for research funding; Writing a CV; Preparing for an interview; Communicating with scientific community; Doing a literature review; Participating in meetings; Collecting data; Designing a scientific experiment; Evaluating results; Writing an abstract; Delivering a presentation; 3 E-mail in an academic context; Features of academic writing: formality, objectivity, clarity, conciseness; impersonal structures; punctuation, spelling; Reading, listening, speaking - CAE, IELTS materials.

Teaching methods

Group work Pair work Individual presentations Audiovisual method Student's own work Consultation during the teacher's office hours

Bibliography

Basic:

Armer, Tamzen. 2011. Cambridge English for Scientists. Cambridge: Cambridge University Press.

Additional:

MacCarthy, Michael, Felicity O'Dell. 2010. Academic Vocabulary in Use. Cambridge: Cambridge University Press. Kenny, Nick, Jacky Newbrook. 2014. Cambridge English Advanced Practice Tests Plus 2. Essex: Pearson. Harrison, Mark, Russell Whitehead. 2009. IELTS Practice Tests. Boston: Thomson.

Breakdown of average student's workload

	Hours	ECTS
Total workload	50	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)	20	1,00