COURSE DESCRIPTION CARD - SYLLABUS

Course name
English course 1 [S2TIIZM1E>JA1]

Course

Field of study
Information Technology for Smart and Sustainable Mobility

Year/Semester
1/1

Area of study (specialization)
–

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
48

Projects/seminars
0

Number of credit points

3,00

Coordinators

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Lecturers

Prerequisites

Language competence according to B2 level (CEFR); Knowledge of selected industry vocabulary; Ability to use various sources of information. Willingness to adhere to the rules of group work and teamwork.

Course objective

Gain knowledge and practice in the following areas/fields: - functions, types and structure of abstracts and abstracts; - linguistic and rhetorical patterns in abstracts and abstracts; - Agreeing on the topic of a team presentation; - selecting presentation content from source materials; - discussing structure, length, visual aids, etc; - dividing work and responsibilities and setting deadlines; - preparing an oral report of the meeting; - leading and participating in the academic discussion; - selecting content and commenting on a slide show or other visual support (pace, timing); - rules for visual effectiveness in various academic situations that require speaking skills; - leading discussions after a presentation and interacting with participants.

Course-related learning outcomes

Knowledge:

The student has a structured and theoretically supported general knowledge related to key issues in the field of transportation engineering in English
Participants of the course will gain knowledge of: analyzing the structure of an academic article; describing diagrams and charts effectively; basic elements and structures of academic writing academic writing; understanding the concept of plagiarism and its implications in academic writing.

Skills:
Students are able to obtain information from literature, databases and other sources, integrate them, interpret and critically evaluate them, draw conclusions, and formulate and comprehensively justify opinions, including analyzing sentence structures to increase precision, write coherent and well structured paragraphs, analyze summaries and paraphrase for clarity and accuracy.
Students are able to communicate in English using a variety of techniques in a professional environment professional and other environments, including using information technology tools, and has mastered the language and skills necessary for presentation in academic and professional contexts, along with the the ability to communicate with other participants during the presentation.
The student is able to prepare and present a scientific paper, presenting the results of research scientific research, or an oral presentation on specific issues in the field of transportation engineering and tools supporting it
The student has language skills in a foreign language (including English), consistent with the requirements specified for the B2+ level of the Common European Framework of Reference for Languages
The student is able to interact in a team, assuming different roles in it

Social competencies:
The student understands the importance of popularization activities concerning the latest developments in the field of
transport engineering and transport systems, and is ready to initiate activities for the benefit of the social environment

Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Two tests on the topics covered during the course. Preparation and delivery of a presentation and participation in the discussion after the presentation. The threshold for passing the tests and presentations is a minimum of 50%. Active
Participation in class and timely completion of assignments.
Evaluation criteria: use of language (correctness and richness); pragmatic competence (expressions idiomatic and functional); performance of the presentation.
Types of evaluation: teacher evaluation and peer evaluation.

Programme content

Analyze the structure of an academic article in the field of transportation engineering; describe diagrams and charts; leading a discussion, taking part in a discussion, making an oral report, expressing agreement/disagreement, asking for clarification, explaining, giving voice, arguing, negotiating, mediating concepts.
Introducing basic elements and structures in academic writing; analyzing the structure of sentences; writing paragraphs; comparing summaries and paraphrases; and defining the concept of plagiarism in writing
academic writing.
Master the language and skills necessary for presentations in academic and professional contexts and interacting with other presenters; soft skills in presentations; different formats and presentation styles.

Course topics

MODULE 1: Introduction to English for academic purposes
1.Analysis of the structure of an academic article
2.Literature review
3.Communicating information - diagrams and charts
4.Preparation for discussion

5.Preparing for a presentation
6.Introduction to project work
MODULE 2: Academic writing
1.Analyzing sentence structure
2.Paraphrasing of texts
3.Plagiarism
4.Writing summaries
5.Writing paragraphs
6.Writing summaries
MODULE 3: Scientific presentation
1.Presentation structure and signaling language
2.Interrupting, summarizing and dealing with questions
3.Non-verbal messages and signals (body language, quality of speech, elements of public speaking)
4.Visual aspects - use of modern technologies in preparing presentations
5.Modern approaches to presentations and public speaking

Teaching methods

Classes conducted in remote synchronous form. Stationary form is acceptable.
Methodology: communicative language teaching, task-based approach, action-oriented approach. action.
Learning activities: work in pairs and groups, mediation using text, discussions, information retrieval, text analysis, note taking, role play, presentations, writing summaries and paragraphs.

Bibliography

Basic:
Bailey, S. 2011. Academic Writing: A handbook for international students. Routledge.
British Council. 2014. English for Academics. Cambridge: Cambridge University Press.
Oshima, A. and Hogue, A. 2006. Writing Academic English. White Plains: Pearson Education, Inc.
Powell, M. 2001. Presenting in English. Hove: Language Teaching Publications.

Supplementary:
Azamian, Sara. 2025. "Developing an optimal energy system model for a sustainable urban transportation framework planning in the long term through different climatic zones", Green Technologies and Sustainability 3, 2.
English for Academic Writing (https://www.uefap.org/writing/).
Learn English. (https://learnenglish.britishcouncil.org/skills/listening/advanced-c1/a-project-management-meeting).
Lundquist, Jennifer and Joya Misra. 2016. “Making Meetings Less Miserable”, Inside Higher Ed. (https://www.insidehighered.com/advice/2016/04/14/tips-making-academic-meetings-valuable-and-productive-essay).
McCarthy, Michael and Felicity O’Dell. 2013. Academic Vocabulary in Use. Cambridge: Cambridge University Press.

Breakdown of average student's workload

	Hours	ECTS
Total workload	78	3,00
Classes requiring direct contact with the teacher	48	2,00
Student's own work (literature studies, preparation for laboratory classes/ tutorials, preparation for tests/exam, project preparation)	30	1,00