



## COURSE DESCRIPTION CARD - SYLLABUS

Course name

English language [S2IBiJ1>ANG]

### Course

Field of study

Safety and Quality Engineering

Year/Semester

1/2

Area of study (specialization)

Safety and Crisis Management

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

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### Lecturers

### Prerequisites

Students entering this subject should have language competence equivalent to level B2 according to the Common European Framework of Reference for Languages (CEFR). He/she should also have the ability to master the grammatical structures and general vocabulary required for the Baccalaureate in a foreign language in terms of productive and receptive skills. He/she should also have competences related to obtaining information from indicated sources and using various sources of information, as well as the ability to work independently and in a team.

### Course objective

1. To bring students' language competence to a minimum level B2+(CEFR). 2. to develop the ability to use effectively a general academic language and a specialised language appropriate to the field of study in four language skills. 3. perfecting the ability to work with technical texts (introducing students to basic translation techniques). 4. perfecting the ability to function in the international labour market and in everyday life.

### Course-related learning outcomes

Knowledge:

Students will gain a thorough knowledge of specialist vocabulary in English, which allows them to

analyse technical and scientific documents specific for the field of safety engineering, quality, ergonomics and work safety and crisis management [K2\_W14].

#### Skills:

The student is able to present and discuss, using adequate means, problems falling within the scope of safety and crisis management and ergonomics and occupational safety [K2\_U11].

The student is able to prepare in the Polish language and in English at B2 level of the Common European Framework of Reference for Languages a well-documented study of problems concerning safety and crisis management, ergonomics and work safety [K2\_U12].

#### Social competences:

A student is able to inspire and organise the learning process of others within the scope of issues falling within management and safety engineering [K2\_K02].

### Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

#### Formative assessment:

- Ongoing evaluation during classes (presentations, quizzes, written assignments)

#### Summative assessment:

- Final credit/exam

#### Grading scale:

- 0–49 - 2.0 (insufficient)
- 50–59 - 3.0 (sufficient)
- 60–69 - 3.5 (sufficient plus)
- 70–79 - 4.0 (good)
- 80–89 - 4.5 (good plus)
- 90–100 - 5.0 (very good)

### Programme content

- 1 Ethical business
  - ethical business
  - corporate responsibility
- 2 Motivation
  - different theories of motivation
3. innovation
  - environmental problems
  - start-ups
- 4 Cultural differences

### Course topics

none

### Teaching methods

#### I. TEACHING METHODS

Working with books

Work with online texts (professional articles - ESP)

#### II. EXPLORATORY METHODS

PROBLEMS (case study, exchange of ideas (brainstorming), enactment method - role play, SWOT, expert table method, didactic games)

2. EXERCISE-PRACTICAL (grammar and lexical exercises, translations, presentations, essays)

3. DISCUSSION (oxford debate, paired dialogue)

4. EXPERIMENTAL (drama, film, listening)

### Bibliography

Basic:

Duckworth, M./ Turner, R. Business Result DVD Edition: Upper-intermediate. 2008. Oxford University Press.

Additional:

[https://www.ted.com/talks/dan\\_pink\\_the\\_puzzle\\_of\\_motivation](https://www.ted.com/talks/dan_pink_the_puzzle_of_motivation)

[https://www.ted.com/talks/paul\\_tudor\\_jones\\_ii\\_why\\_we\\_need\\_to\\_rethink\\_capitalism](https://www.ted.com/talks/paul_tudor_jones_ii_why_we_need_to_rethink_capitalism)

[https://www.ted.com/talks/sahil\\_sethi\\_can\\_0\\_7\\_of\\_corporate\\_profits\\_fund\\_the\\_world\\_s\\_biggest\\_problems](https://www.ted.com/talks/sahil_sethi_can_0_7_of_corporate_profits_fund_the_world_s_biggest_problems)

[https://www.ted.com/talks/linus\\_torvalds\\_the\\_mind\\_behind\\_linux?referrer=playlist-open\\_source\\_open\\_world](https://www.ted.com/talks/linus_torvalds_the_mind_behind_linux?referrer=playlist-open_source_open_world)

[https://www.ted.com/talks/elon\\_musk\\_the\\_future\\_we\\_re\\_building\\_and\\_boring](https://www.ted.com/talks/elon_musk_the_future_we_re_building_and_boring)

### 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