



COURSE DESCRIPTION CARD - SYLLABUS

Course name

English Language [S1IŚrod2>JA2]

Course

Field of study

Environmental Engineering

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

30

Projects/seminars

0

Number of credit points

2,00

Coordinators

mgr Alicja Czosnowska

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Lecturers

Prerequisites

The already acquired language competence compatible with level B1 (CEFR). The ability to use vocabulary and grammatical structures required on the high school graduation exam with regard to productive and receptive skills. 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. 4. Improving the ability to function effectively on an international market and on a daily basis.

Course-related learning outcomes

Knowledge:

As a result of the course, the student ought to acquire field specific vocabulary related to the following issues:

- Pollution of the environment/ contamination of natural resources

- Water pollution and water treatment
- Sewage and sewage systems - the collection and transport of wastewater and to be able to define and explain associated terms, phenomena and processes.

Skills:

As a result of the course, the student is able to:

- give a talk on field specific or popular science topic (in English), and discuss general and field specific issues using an appropriate linguistic and grammatical structures
- formulate a text in English where he/ she explains/ describes a selected field specific topic

Social competences:

As a result of the course, the student is able to communicate effectively in a field specific/professional area, and to give a successful presentation in English.

Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Formative assessment: written tests, presentations, project work;

Summative assessment: credit

Programme content

Developing general and technical vocabulary based on specialized technical texts. Developing the skill of understanding professional literature and expressing freely on topics including issues related to

- Pollution of the environment/ contamination of natural resources
- Water pollution and water treatment
- Sewage and sewage systems - the collection and transport of wastewater

Course topics

- Pollution of the environment/ contamination of natural resources
- Water pollution and water treatment
- Sewage and sewage systems - the collection and transport of wastewater
- general topics required on ACERT exam

Teaching methods

Methods that use 4 basic skills - receptive (reading and listening) and productive (speaking and writing)

- input (feeding) methods (verbal and knowledge assimilation - text, article)
- seeking methods (independent learning) - problem-solving methods
- output (displaying) methods (using productive skills)

Bibliography

Main literature:

1. Grzegożek, M./ Starmach, I. 2004. English for Environmental Engineering. Kraków: Studium Praktycznej Nauki Języków Obcych Politechniki Krakowskiej.
2. Kutz, Myer (ed), 2018. Handbook of Environmental Engineering. John Wiley & Sons, Inc.
3. Grussendorf, M. 2015. English for Presentations. Wydawnictwo BC.edu.
4. Dziuba, D. 2013. Environmental Issues. Angielski dla studentów ochrony środowiska. Łódź: Wyd. U. Łódź.
5. McCarthy, M./F. O'Dell. 2016. Academic Vocabulary in Use. Cambridge University Press.
6. Bailey, S. 2011. Academic Writing: A handbook for international students. Routledge.
7. Banks, T. 2012. Writing for Impact. Cambridge University Press.
8. Environmental Agency, <https://www.eea.europa.eu/>
9. ESL Brains, <https://eslbrains.com/>

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