



## COURSE DESCRIPTION CARD - SYLLABUS

Course name

English language [S1TCh2>JA2]

### Course

Field of study	Year/Semester
Chemical Technology	1/2
Area of study (specialization)	Profile of study
–	general academic
Level of study	Course offered in
first-cycle	English
Form of study	Requirements
full-time	elective

### Number of hours

Lecture	Laboratory classes	Other
0	0	0
Tutorials	Projects/seminars	
60	0	

### Number of credit points

5,00

### Coordinators

mgr inż. Dorota Żarnowska  
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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 (familiarizing students with basic translation techniques). 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:

1. Ozone in different atmospheric layers; the hole in the ozone layer

2. Nuclear power and renewable energy sources - comparison
  3. Acid rain - causes and effects
  4. Wastewater and dealing with water pollution
  5. Popular science article/s connected with the field of study
  5. Preparing and giving a presentation on a chosen chosen chemical industrial process - a team project
  6. Discussions on general and academic topics
- K\_W03, K\_W04, P6S\_WG

#### 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 repertoire,
- express basic mathematical formulas and to interpret data presented on graphs/diagrams,
- formulate a text in English where he/she explains/describes a selected field specific topic.

K\_U01, K\_U02, K\_U04, K\_U05, P6S\_UK

#### 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.

The student is able to recognize and understand cultural differences in a professional and private conversation, and in a different cultural environment.

K\_K03, P6S\_KR

### Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Formative assessment: tests during academic year (written and oral), presentations

1. Oral answer related to the material covered in each of the studies sections/chapters
  2. Written short tests/ tests/essays after finishing each section/chapter (the grade will be given according to the following scale: 0-50% not satisfactory F, <50 -60% satisfactory E, <60-70% satisfactory plus D, <70-80% good C, < 80-90% good plus B, <90-100% very good A
  3. Short oral quizzes - questions during classes referring to the material (each question will be graded up to 5 points)
  4. All homework - done in time.
- Summative assessment: credit - the final grade will be calculated as the mean of all the grades from the semester.

### Programme content

1. Specialis topics connected with the Periodic Table of Elements and nomenclature of chemical compounds
2. Specialist topics connected with academic presentations in English

### Course topics

1. Ozone in different atmospheric layers; the hole in the ozone layer
2. Nuclear power and renewable energy sources - comparison
3. Acid rain - causes and effects
4. Wastewater and dealing with water pollution
5. Popular science article/s connected with the field of study
5. Preparing and giving a presentation on a chosen chosen chemical industrial process - a team project
6. Discussions on general and academic topics

### Teaching methods

work with texts, discussion, team work, translation, films, individual written and oral deliverance, individual meetings with students, homework analysis, classes on e-meeting platform, Moodle platform exercises...

### Bibliography

Basic:

Richard Harwood and Ian Lodge, Cambridge IGCSE Chemistry, Coursebook, Fourth edition, 2014, Cambridge University Press

Dorota Dziuba, Environmental Issues wydanie drugie, Wydawnictwo Uniwersytetu Łódzkiego

Dorota Horowska, English in Chemistry, Gdańsk 2016, Wydawnictwo Politechniki Gdańskiej

Additional:

Richard Harwood and Ian Lodge, Cambridge IGCSE Chemistry, Workbook, Fourth edition, 2014, Cambridge University Press ,

Gallagher, Rose Marie and Ingram, Paul. 2011. Complete Chemistry. Oxford: Oxford University Press

### Breakdown of average student's workload

	Hours	ECTS
Total workload	125	5,00
Classes requiring direct contact with the teacher	64	2,50
Student's own work (literature studies, preparation for laboratory classes/ tutorials, preparation for tests/exam, project preparation)	61	2,50