

**THE DEPARTMENT OF FOREIGN LANGUAGES**  
**SUBJECT CARD**  
**“Foreign Language”**

|  |                              |
|--|------------------------------|
| <b>Name in Polish</b>                      | <b>Język angielski B2.1</b>  |
| <b>Name in English</b>                     | <b>English Language B2.1</b> |
| <b>Main field of study (if applicable)</b> | -                            |
| <b>Specialization (if applicable)</b>      | -                            |
| <b>Level and form of studies</b>           | <b>1st level / full time</b> |
| <b>Type of subject:</b>                    | <b>university-wide</b>       |
| <b>Subject code</b>                        | <b>SJO000-25SI00001C</b>     |

|   | <b>Classes</b>              |
|---|-----------------------------|
| <b>Number of class-hours organized at University (ZZU)</b>  | <b>60</b>                   |
| <b>Total student workload hours (CNPS)</b>  | <b>90</b>                   |
| <b>Form of crediting</b>  | <b>Crediting with grade</b> |
| <b>Number of ECTS points</b>  | <b>3</b>                    |
| <b>including number of ECTS points for practical (P) classes</b>  | <b>3</b>                    |
| <b>Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)</b> | <b>2.13</b>                 |

**PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES**

Knowledge of English language at level B1 of the Common European Framework of Reference for Languages

**SUBJECT OBJECTIVES**

C1. Developing language competences necessary in effective communication for professional and academic purposes.

C2. Developing language proficiency, as required in an academic and professional environment.

C3. Aiding the student’s own work in the area of specialist language.

**SUBJECT LEARNING OUTCOMES**

**RELATING TO KNOWLEDGE**

|                |   |
|----------------|---|
| <b>PEU_W01</b> | The student has knowledge on the topics related to a technical university’s academic environment and to the problems of the modern world, as well as intercultural and interdisciplinary knowledge required in communication. |
|----------------|---|

**RELATING TO SKILLS**

|                |   |
|----------------|---|
| <b>PEU_U01</b> | The student understands and interprets academic and specialist content, and improves their understanding of the foreign language. |
|----------------|---|

|                                       |   |
|---------------------------------------|---|
| <b>PEU_U02</b>                        | The student has general and selective reading skills and is able to use adequate resources to understand academic and specialist texts.   |
| <b>PEU_U03</b>                        | The student has a repository of language tools sufficient to talk on a required topic, formulate and justify opinions, express and clarify their position, as well as to demonstrate the advantages and disadvantages of certain solutions in interdisciplinary teams, while practicing skills related to communication, creativity, cooperation and critical thinking. |
| <b>PEU_U04</b>                        | The student produces functional forms typical of the academic and professional environment while observing the rules of formal and informal register as appropriate.  |
| <b>RELATING TO SOCIAL COMPETENCES</b> |   |
| <b>PEU_K01</b>                        | The student knows how to use knowledge while observing the constraints of intercultural environment; the student is aware of language requirements in an international academic and professional environment.   |

| <b>PROGRAMME CONTENT</b>      |  |                        |
|-------------------------------|--|------------------------|
| <b>Classes</b>                |  | <b>Number of hours</b> |
| <b>Topic-related content:</b> |  |                        |
| <b>1.</b>                     | Self-presentation and team building, e.g. student's own profile in the context of a technical university and interests in the field of science; effective presentation of the student, their interests and ideas in academic and professional contexts, interactive team-building tasks.   | <b>4</b>               |
| <b>2.</b>                     | Specialist texts – reading for the general message, detailed information, key words and phrases; paraphrasing information; summarizing texts.  | <b>6</b>               |
| <b>3.</b>                     | Preparation for individual and project work with selected issues related to specialist language in the field of study – materials selected by students and by the instructor.  | <b>6</b>               |
| <b>4.</b>                     | <p>Effective communication on topics related to the academic environment, technical sciences and the modern world, e.g. formulating own opinions and comments, reacting to opinions, asking detailed questions for clarification, participating in discussions, using appropriate phrases and expressions during conversations in formal and informal registers, understanding the meaning of and using appropriate discursive markers.</p> <p><b>Examples of language functions:</b></p> <ul style="list-style-type: none"> <li>- presenting arguments supported by facts, ability to conduct discussions, formulate conclusions, report, define concepts, present an idea (e.g. pitch), present advantages and disadvantages, paraphrase,</li> <li>- analyzing content, diagrams/charts, comparing, noticing cause and effect relationships,</li> </ul> <p><b>Range of work forms:</b></p> | <b>30</b>              |

|                                 |   |           |
|---------------------------------|---|-----------|
|                                 | <ul style="list-style-type: none"> <li>- self-presentation, (short) presentation, brainstorming, speech, discussion, debate, summary,</li> <li>- project-based learning (PBL), challenge-based learning (CBL), team work, case study analysis, problem method, Miro board</li> <li>- notes such as KWL chart, two-column note taking, visual notes such as mind map, concept map, sketch to stretch, academic poster, infographic, Asana</li> <li>- flipped classroom, quiz, e-portfolio, taking notes, writing concise and coherent texts, summarizing, developing learning techniques.</li> </ul> |           |
| <b>Grammar-related content:</b> |   |           |
| 5.                              | Grammar issues consistent with CEFR level B2.   | <b>10</b> |
| 6.                              | Final test, assessment of the learning outcomes   | <b>4</b>  |
|                                 | <b>Total hours</b>  | <b>60</b> |

| <b>TEACHING TOOLS</b>  |  |
|--|--|
| <p>N1. Primary and secondary literature for level B2<br/> N2. Teacher's own original didactic materials<br/> N3. Internet<br/> N4. Project work in teams<br/> N5. Office hours<br/> N6. ePortal, Zoom, MS Teams, Google Meet, Google Docs, Slack, whiteboard, MS Whiteboard, whiteboard.fi, Canva, Genially, Wordwall, Flipgrid, Kapwing, Chat GPT, Quizlet, Quizizz, Memrise, Kahoot<br/> N7 Tools indicated in the programme content</p> |  |

| <b>EVALUATION OF THE ACHIEVEMENT OF SUBJECT-RELATED LEARNING OUTCOMES</b> |  |   |
|---|--|---|
| <b>Evaluation (F – formative assessment; P – summative assessment)</b>    | <b>Learning outcomes code</b>                                  | <b>Method for evaluating the achievement of the learning outcome</b>  |
| F1 – 25 % of the final grade for classroom work                           | PEU_W01<br>PEU_U01<br>PEU_U02<br>PEU_U03<br>PEU_U04<br>PEU_K01 | evaluation of language performance leading to effective communication in foreign language in academic and professional environments                         |
| F2 – 25% of the final grade for project work                              | PEU_W01<br>PEU_U01<br>PEU_U02<br>PEU_U03<br>PEU_U04<br>PEU_K01 | project work in interdisciplinary (inter-departmental) teams, including the forms of work from the range recommended in the subject card (oral and written) |
| F3 – 25% of the final grade for individual work                           | PEU_W01<br>PEU_U01<br>PEU_U02<br>PEU_U03                       | oral and/or written evaluation of the command level for issues covering specialist language specific to the field of study,                                 |

|   |   |  |
|---|---|--|
|   | PEU_U04<br>PEU_K01                                  | prepared and implemented individually at home and in classes   |
| F4 – 25 % of the final grade for the final test | PEU_W01<br>PEU_U01<br>PEU_U02<br>PEU_U03<br>PEU_K01 | final test for the evaluation of language skills (understanding written and spoken texts) and the acquisition of grammar and lexis |

$$P = F1 + F2 + F3 + F4$$

### **PRIMARY AND SECONDARY LITERATURE**

#### **PRIMARY LITERATURE:**

- [1] Skillful 3 Listening & Speaking 2nd Edition (Macmillan) Units 1-5
- [2] Unlock Level 4 Listening, Speaking & Critical Thinking 2nd Edition (CUP) Units 1-4
- [3] LIFE Upper-Intermediate 2nd Edition (National Geographic Learning) Units 1-6
- [4] New Language Leader Upper-Intermediate (Pearson) Units 1-6
- [5] Teacher's own original didactic materials
- [6] Materials available on the Internet

#### **SECONDARY LITERATURE:**

- [1] Skillful 3 Reading & Writing 2nd Edition (Macmillan) Units 1-5
- [2] Unlock Reading, Writing & Critical Thinking Level 4 2nd Edition (CUP) Units 1-4
- [3] Step Up B2 (Pearson) Units 1-6
- [4] Reading Explorer 3 (National Geographic & HEINLE Cengage Learning)
- [5] Academic Vocabulary in Use (Cambridge University Press)
- [6] Oxford English for Careers: Technology 1 & Technology 2 (Oxford University Press)
- [7] Oxford English for Careers: Technology for Engineering and Applied Sciences (Oxford University Press)
- [8] Technical English – Vocabulary & Grammar (Thomson ELT)
- [9] Technical English 3 (Pearson)
- [10] Virtual Learning Environment ([www.wsn.sjo.pwr.edu.pl](http://www.wsn.sjo.pwr.edu.pl))

### **SUBJECT SUPERVISOR**

Head of the English Section

*Approved by the Council of the Foreign Languages Department on 26.26.2024.*

**THE DEPARTMENT OF FOREIGN LANGUAGES**  
**SUBJECT CARD**  
**“Foreign Language”**

|  |                              |
|--|------------------------------|
| <b>Name in Polish</b>                      | <b>Język angielski B2.2</b>  |
| <b>Name in English</b>                     | <b>English Language B2.2</b> |
| <b>Main field of study (if applicable)</b> | -                            |
| <b>Specialization (if applicable)</b>      | -                            |
| <b>Level and form of studies</b>           | <b>1st level / full time</b> |
| <b>Type of subject:</b>                    | <b>university-wide</b>       |
| <b>Subject code</b>                        | <b>SJO000-25SI00020C</b>     |

|   | <b>Classes</b>              |
|---|-----------------------------|
| <b>Number of class-hours organized at University (ZZU)</b>  | <b>60</b>                   |
| <b>Total student workload hours (CNPS)</b>  | <b>90</b>                   |
| <b>Form of crediting</b>  | <b>Crediting with grade</b> |
| <b>Number of ECTS points</b>  | <b>3</b>                    |
| <b>including number of ECTS points for practical (P) classes</b>  | <b>3</b>                    |
| <b>Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)</b> | <b>2.13</b>                 |

**PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES**

Knowledge of English language at level B2.1 of the Common European Framework of Reference for Languages

**SUBJECT OBJECTIVES**

- C1. Developing language competences necessary in effective communication for professional and academic purposes.  
 C2. Developing language proficiency, as required in an academic and professional environment.  
 C3. Aiding the student’s own work in the area of specialist language.

**SUBJECT LEARNING OUTCOMES**

**RELATING TO KNOWLEDGE**

|                |   |
|----------------|---|
| <b>PEU_W01</b> | The student has knowledge, skills and competences corresponding to the requirements established for CEFR level B2; student knows and uses language tools (grammar, lexis and style) typical of academic and specialist language while observing the rules of the foreign culture. |
|----------------|---|

**RELATING TO SKILLS**

|                |   |
|----------------|---|
| <b>PEU_U01</b> | The student understands and interprets academic and specialist content in the fields of science and technology, presented in various forms. |
|----------------|---|

|                                       |  |
|---------------------------------------|--|
| <b>PEU_U02</b>                        | The student reads and understands academic texts related to technical disciplines, including the studied discipline; the student obtains and interprets information from foreign-language specialist sources.  |
| <b>PEU_U03</b>                        | The student communicates effectively in academic and professional environments in interdisciplinary teams, practicing communication, creativity, cooperation and critical thinking skills; uses appropriate language tools; uses specialist language; gives presentations on topics related to the field of study. |
| <b>PEU_U04</b>                        | The student prepares formal texts typical for academic and professional environments.  |
| <b>RELATING TO SOCIAL COMPETENCES</b> |  |
| <b>PEU_K01</b>                        | The student appreciates both the need to learn and improve skills in the area of specialist language and the cultural specificity of the language.   |

| <b>PROGRAMME CONTENT</b>      |  |                        |
|-------------------------------|--|------------------------|
| <b>Classes</b>                |  | <b>Number of hours</b> |
| <b>Topic-related content:</b> |  |                        |
| <b>1.</b>                     | Self-presentation and team building, e.g. student's own profile in the context of a technical university and interests in the field of science; effective presentation of the student, their interests and ideas in academic and professional contexts, interactive team-building tasks.   | <b>4</b>               |
| <b>2.</b>                     | Presentation on a topic related to the field of study and the students' scientific interests – presentation structure, development and discussion of visual materials – charts, tables, illustrations; using characteristic phrases and expressions, delivering a presentation and conducting a discussion related to the presentation.  | <b>10</b>              |
| <b>3.</b>                     | Preparation for individual and project work with selected issues related to specialist language in the field of study – materials selected by students and by the instructor.  | <b>6</b>               |
| <b>4.</b>                     | Language in communication on academic topics with the use of specialist language – e.g. formulating and exchanging views supported by arguments, joining the discussion, paraphrasing the presented content, moving on to subsequent points, summarizing statements, using characteristic phrases and expressions; taking part in various forms of interaction, using various discourse strategies.<br><b>Examples of language functions:</b><br>- analysis of diagrams/charts, explaining the cause and effect sequence, comparison, paraphrase,<br>- formulating conclusions, synthesizing information from various sources, taking part in discussions, emphasizing key issues, negotiating solutions, referring to proposals – consent, opposition, doubts, presenting possible scenarios, | <b>26</b>              |

|                                 |   |           |
|---------------------------------|---|-----------|
|                                 | <ul style="list-style-type: none"> <li>- analyzing content, handling interruptions and questions from the audience,</li> <li><b>Range of work forms:</b></li> <li>- self-presentation, presentation, brainstorming, discussion, debate, dialogue/interview,</li> <li>- project-based learning (PBL), challenge-based learning (CBL), team work, case study analysis, problem method, Miro board</li> <li>- flipped classroom, Asana</li> <li>- academic poster, e-portfolio, summary, synthesis, report, text analysis according to a checklist for information quality assessment, analysis of tables, diagrams and charts, text analysis using footnotes and notes, creating regular and visual notes, taking notes, writing concise and coherent texts, developing learning techniques.</li> </ul> |           |
| <b>Grammar-related content:</b> |   |           |
| 5.                              | Grammar issues consistent with CEFR level B2.   | <b>10</b> |
| 6.                              | Final test, assessment of the learning outcomes   | <b>4</b>  |
|                                 | <b>Total hours</b>  | <b>60</b> |

|  |  |
|--|--|
| <b>TEACHING TOOLS</b>  |  |
| <p>N1. Primary and secondary literature for level B2.2<br/> N2. Teacher's own original didactic materials<br/> N3. Internet<br/> N4. Project work in teams<br/> N5. Office hours<br/> N6. ePortal, Zoom, MS Teams, Google Meet, Google Docs, Slack, whiteboard, MS Whiteboard, whiteboard.fi, Canva, Genially, Wordwall, Flipgrid, Kapwing, Chat GPT, Quizlet, Quizizz, Memrise, Kahoot<br/> N7 Tools indicated in the programme content</p> |  |

| <b>EVALUATION OF THE ACHIEVEMENT OF SUBJECT-RELATED LEARNING OUTCOMES</b>  |  |   |
|--|--|---|
| <b>Evaluation (F – formative assessment;<br/>P – summative assessment)</b> | <b>Learning outcomes code</b>                                  | <b>Method for evaluating the achievement of the learning outcome</b>  |
| F1 – 25 % of the final grade for classroom work                            | PEU_W01<br>PEU_U01<br>PEU_U02<br>PEU_U03<br>PEU_U04<br>PEU_K01 | evaluation of language performance leading to effective communication in foreign language in academic and professional environments                         |
| F2 – 25% of the final grade for project work                               | PEU_W01<br>PEU_U01<br>PEU_U02<br>PEU_U03<br>PEU_U04<br>PEU_K01 | project work in interdisciplinary (inter-departmental) teams, including the forms of work from the range recommended in the subject card (oral and written) |

|  |   |  |
|--|---|--|
| F3 – 25% of the final grade for an individual presentation using specialist language | PEU_W01<br>PEU_U03                                  | an individual presentation delivered on a topic related to the studied area  |
| F4 – 25 % of the final grade for the final test                                      | PEU_W01<br>PEU_U01<br>PEU_U02<br>PEU_U03<br>PEU_K01 | final test for the evaluation of language skills (understanding written and spoken texts) and the acquisition of grammar and lexis |

$$P = F1 + F2 + F3 + F4$$

### **PRIMARY AND SECONDARY LITERATURE**

#### **PRIMARY LITERATURE:**

- [1] Skillful 3 Listening & Speaking 2nd Edition (Macmillan) Units 6-10
- [2] Unlock Level 4 Listening, Speaking & Critical Thinking 2nd Edition (CUP) Units 6-10
- [3] LIFE Upper-Intermediate 2nd Edition (National Geographic Learning) Units 7-12
- [4] New Language Leader Upper-Intermediate (Pearson) Units 7-12
- [5] Teacher's own original didactic materials
- [6] Materials available on the Internet

#### **SECONDARY LITERATURE:**

- [1] Skillful 3 Reading & Writing 2nd Edition (Macmillan) Units 6-10
- [2] Unlock Reading, Writing & Critical Thinking Level 4 2nd Edition (CUP) Units 6-10
- [3] Step Up B2 (Pearson) Units 7-12
- [4] Reading Explorer 3 (National Geographic & HEINLE Cengage Learning)
- [5] Academic Vocabulary in Use (Cambridge University Press)
- [6] Oxford English for Careers: Technology 1 & Technology 2 (Oxford University Press)
- [7] Oxford English for Careers: Technology for Engineering and Applied Sciences (Oxford University Press)
- [8] Technical English – Vocabulary & Grammar (Thomson ELT)
- [9] Technical English 3 (Pearson)
- [10] Virtual Learning Environment ([www.wsn.sjo.pwr.edu.pl](http://www.wsn.sjo.pwr.edu.pl))

### **SUBJECT SUPERVISOR**

Head of the English Section

*Approved by the Council of the Foreign Languages Department on 26.26.2024.*



| <b>THE DEPARTMENT OF FOREIGN LANGUAGES<br/>SUBJECT CARD<br/>“Foreign Language”</b> |                              |
|--|------------------------------|
| <b>Name in Polish</b>  | <b>Język angielski C1.1</b>  |
| <b>Name in English</b>   | <b>English Language C1.1</b> |
| <b>Main field of study (if applicable)</b>   | -                            |
| <b>Specialization (if applicable)</b>  | -                            |
| <b>Level and form of studies</b>   | <b>1st level / full time</b> |
| <b>Type of subject:</b>  | <b>university-wide</b>       |
| <b>Subject code</b>  | <b>SJO000-25SI00002C</b>     |

|   | <b>Classes</b>              |
|---|-----------------------------|
| <b>Number of class-hours organized at University (ZZU)</b>  | <b>60</b>                   |
| <b>Total student workload hours (CNPS)</b>  | <b>90</b>                   |
| <b>Form of crediting</b>  | <b>Crediting with grade</b> |
| <b>Number of ECTS points</b>  | <b>3</b>                    |
| <b>including number of ECTS points for practical (P) classes</b>  | <b>3</b>                    |
| <b>Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)</b> | <b>2.13</b>                 |

| <b>PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES</b>                             |
|---|
| Knowledge of English language at level B2 of the Common European Framework of Reference for Languages |

| <b>SUBJECT OBJECTIVES</b>  |
|--|
| C1. Developing language competences necessary in fluent communication in dynamic interdisciplinary contexts. |
| C2. Developing language proficiency, as required in an academic and professional environment.                |
| C3. Supporting the student’s own work in the area of specialist language.                                    |

| <b>SUBJECT LEARNING OUTCOMES</b> |  |
|----------------------------------|--|
| <b>RELATING TO KNOWLEDGE</b>     |  |
| <b>PEU_W01</b>                   | The student has linguistic knowledge necessary to communicate in the context of technical sciences and contemporary world problems in academic and professional environments, as well as intercultural knowledge and awareness of its impact on communication. |
| <b>RELATING TO SKILLS</b>        |  |

|                                       |  |
|---------------------------------------|--|
| <b>PEU_U01</b>                        | The student understands and interprets longer utterances on academic and specialist topics from various technical fields, presented in various forms.  |
| <b>PEU_U02</b>                        | The student understands texts on academic topics and in various areas of technical sciences; the student finds required information in the literature.   |
| <b>PEU_U03</b>                        | The student fluently communicates in academic and professional environments in interdisciplinary teams, practicing communication, creativity, cooperation and critical thinking (lexical) uses appropriate language tools (grammar and lexis); expands on individual topics. |
| <b>PEU_U04</b>                        | The student prepares coherent texts typical of academic and professional, also based on information from various specialist sources.   |
| <b>RELATING TO SOCIAL COMPETENCES</b> |  |
| <b>PEU_K01</b>                        | The student communicates fluently in an academic and professional environment in accordance with language and cultural standards, the student adjusts to the situation and to the partners of the communication process.   |

| <b>PROGRAMME CONTENT</b>      |  |                        |
|-------------------------------|--|------------------------|
| <b>Classes</b>                |  | <b>Number of hours</b> |
| <b>Topic-related content:</b> |  |                        |
| <b>1.</b>                     | Self-presentation and team building, e.g. student's own profile in the context of a technical university and interests in the field of science; effective presentation of the student, their interests and ideas in academic and professional contexts, interactive team-building tasks.   | <b>4</b>               |
| <b>2.</b>                     | Specialist texts – reading for the general message, detailed information, key words and phrases; paraphrasing information; summarizing texts.  | <b>6</b>               |
| <b>3.</b>                     | Preparation for individual and project work with selected issues related to specialist language in the field of study – materials selected by students and by the instructor.  | <b>6</b>               |
| <b>4.</b>                     | <p>Effective communication on academic topics related to technical sciences and the modern world – using various discourse strategies, non-verbal communication, topic presentation techniques and argumentation styles for effective communication; using appropriate phrases and expressions during a conversation, in both formal and informal register; using discursive markers.</p> <p><i>Examples of language functions:</i></p> <ul style="list-style-type: none"> <li>- presenting counter opinions and balanced arguments, constructing arguments supported by facts, debating skills, presenting data obtained in surveys, formulating conclusions, presenting an idea (e.g. pitch),</li> <li>- analyzing content, diagrams/charts, comparing and explaining cause-and-effect relationships,</li> </ul> | <b>30</b>              |

|                                 |   |           |
|---------------------------------|---|-----------|
|                                 | <ul style="list-style-type: none"> <li>- defining the mission, defining concepts, describing research, synthesizing information from various sources, presenting research results, presenting advantages and disadvantages, emphasizing key issues, using the language of persuasion.</li> </ul> <p><b>Range of work forms:</b></p> <ul style="list-style-type: none"> <li>- self-presentation, brainstorming, debates (e.g. Oxford debate), discussion, panel/seminar discussions (e.g. Socratic seminar form, fishbowl discussion),</li> <li>- group presentations, individual presentations, presenting an idea (e.g. pitch/elevator pitch),</li> <li>- project-based learning (PBL), challenge-based learning (CBL), team work, case study analysis, Miro board</li> <li>- flipped classroom, quiz, e-portfolio, Asana</li> <li>- formulating precise commands (e.g. instructions, AI tools), report, analysis of tables, drawings, charts and diagrams, academic poster, taking notes, writing concise and coherent texts, summarizing, developing learning techniques.</li> </ul> |           |
| <b>Grammar-related content:</b> |   |           |
| 5.                              | Grammar issues consistent with CEFR level C1.   | <b>10</b> |
| 6.                              | Final test, assessment of the learning outcomes   | <b>4</b>  |
|                                 | <b>Total hours</b>  | <b>60</b> |

|   |
|---|
| <b>TEACHING TOOLS</b>   |
| <p>N1. Primary and secondary literature for level C1.1</p> <p>N2. Teacher's own original didactic materials</p> <p>N3. Internet</p> <p>N4. Project work in teams</p> <p>N5. Office hours</p> <p>N6. ePortal, Zoom, MS Teams, Google Meet, Google Docs, Slack, multimedia board, MS Whiteboard, whiteboard.fi, Canva, Genially, Wordwall, Flipgrid, Kapwing, Chat GPT, Quizlet, Quizizz, Memrise, Kahoot, Google Forms, Survey Monkey</p> <p>N7 Tools indicated in the programme content</p> |

| <b>EVALUATION OF THE ACHIEVEMENT OF SUBJECT-RELATED LEARNING OUTCOMES</b>  |  |   |
|--|--|---|
| <b>Evaluation (F – formative assessment;<br/>P – summative assessment)</b> | <b>Learning outcomes code</b>                                  | <b>Method for evaluating the achievement of the learning outcome</b>  |
| F1 – 25 % of the final grade for classroom work                            | PEU_W01<br>PEU_U01<br>PEU_U02<br>PEU_U03<br>PEU_U04<br>PEU_K01 | evaluation of language performance leading to effective communication in foreign language in academic and professional environments                         |
| F2 – 25% of the final grade for project work                               | PEU_W01<br>PEU_U01<br>PEU_U02<br>PEU_U03                       | project work in interdisciplinary (inter-departmental) teams, including the forms of work from the range recommended in the subject card (oral and written) |

|   |  |  |
|---|--|--|
|   | PEU_U04<br>PEU_K01   |  |
| F3 – 25% of the final grade for individual work | PEU_W01<br>PEU_U01<br>PEU_U02<br>PEU_U03<br>PEU_U04<br>PEU_K01 | oral and/or written evaluation of the command level for issues covering specialist language specific to the field of study, prepared and implemented individually at home and in classes |
| F4 – 25 % of the final grade for the final test | PEU_W01<br>PEU_U01<br>PEU_U02<br>PEU_U03<br>PEU_K01            | final test for the evaluation of language skills (understanding written and spoken texts) and the acquisition of grammar and lexis   |

$$P = F1 + F2 + F3 + F4$$

### **PRIMARY AND SECONDARY LITERATURE**

#### **PRIMARY LITERATURE:**

- [1] Skillful 4 Listening & Speaking 2nd Edition (Macmillan) Units 1-5
- [2] Unlock Level 5 Listening, Speaking & Critical Thinking 2nd Edition (CUP) Units 1-5
- [3] LIFE Advanced 2nd Edition (National Geographic Learning) Units 1-6
- [4] New Language Leader Advanced (Pearson) Units 1-6
- [5] Teacher's own original didactic materials
- [6] Materials available on the Internet

#### **SECONDARY LITERATURE:**

- [1] Skillful 4 Reading & Writing 2nd Edition (Macmillan) Units 1-5
- [2] Unlock Reading, Writing & Critical Thinking Level 5 2nd Edition (CUP) Units 1-5
- [3] Step Up C1 (Pearson) Units 1-6
- [4] Reading Explorer 4 (National Geographic & HEINLE Cengage Learning)
- [5] Academic Vocabulary in Use (Cambridge University Press)
- [6] Grammar and Vocabulary for Advanced Self-Study Grammar Reference and Practice Martin Hewings, Simon Haines (CUP)
- [7] Cambridge English for Engineering (CUP)
- [8] Technical English – Vocabulary & Grammar (Thomson ELT)
- [9] Technical English 4 (Pearson)
- [10] Virtual Learning Environment ([www.wsn.sjo.pwr.edu.pl](http://www.wsn.sjo.pwr.edu.pl))

### **SUBJECT SUPERVISOR**

Head of the English Section

*Approved by the Council of the Foreign Languages Department on 26.26.2024.*

**THE DEPARTMENT OF FOREIGN LANGUAGES**  
**SUBJECT CARD**  
**“Foreign Language”**

|  |                              |
|--|------------------------------|
| <b>Name in Polish</b>                      | <b>Język angielski C1.2</b>  |
| <b>Name in English</b>                     | <b>English Language C1.2</b> |
| <b>Main field of study (if applicable)</b> | -                            |
| <b>Specialization (if applicable)</b>      | -                            |
| <b>Level and form of studies</b>           | <b>1st level / full time</b> |
| <b>Type of subject:</b>                    | <b>university-wide</b>       |
| <b>Subject code</b>                        | <b>SJO000-25SI00024C</b>     |

|   | <b>Classes</b>              |
|---|-----------------------------|
| <b>Number of class-hours organized at University (ZZU)</b>  | <b>60</b>                   |
| <b>Total student workload hours (CNPS)</b>  | <b>90</b>                   |
| <b>Form of crediting</b>  | <b>Crediting with grade</b> |
| <b>Number of ECTS points</b>  | <b>3</b>                    |
| <b>including number of ECTS points for practical (P) classes</b>  | <b>3</b>                    |
| <b>Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)</b> | <b>2.13</b>                 |

**PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES**

Knowledge of English language at level C1.1 of the Common European Framework of Reference for Languages

**SUBJECT OBJECTIVES**

- C1. Developing language competences necessary in fluent communication in dynamic interdisciplinary contexts.  
 C2. Developing language proficiency, as required in an academic and professional environment.  
 C3. Supporting the student’s own work in the area of specialist language.

**SUBJECT LEARNING OUTCOMES**

**RELATING TO KNOWLEDGE**

|                |  |
|----------------|--|
| <b>PEU_W01</b> | The student has knowledge, skills and competences corresponding to the requirements established for CEFR level C1; the student uses academic and specialist language as required for effective functioning in international academic and specialist environments and in accordance with their knowledge of the culture of the specific language. |
|----------------|--|

**RELATING TO SKILLS**

|                |   |
|----------------|---|
| <b>PEU_U01</b> | The student understands and interprets longer utterances on academic and specialist topics from various technical fields, presented in various forms. |
|----------------|---|

|                                       |  |
|---------------------------------------|--|
| <b>PEU_U02</b>                        | The student understands complex texts on academic topics and in various areas of technical sciences; the student finds required information in the literature.   |
| <b>PEU_U03</b>                        | The student fluently communicates in academic and professional environments in interdisciplinary teams, practicing communication, creativity, cooperation and critical thinking lexical) uses advanced language tools (grammar and lexis); expands on individual topics; the student delivers a well-organised presentation related to the field of study. |
| <b>PEU_U04</b>                        | The student prepares coherent and complex texts typical of academic and professional, also based on information from various specialist sources.   |
| <b>RELATING TO SOCIAL COMPETENCES</b> |  |
| <b>PEU_K01</b>                        | The student communicates fluently and precisely in an academic and professional environment in accordance with language and cultural standards, the student adjusts to the situation and to the partners of the communication process.   |

| <b>PROGRAMME CONTENT</b>      |  |                        |
|-------------------------------|--|------------------------|
| <b>Classes</b>                |  | <b>Number of hours</b> |
| <b>Topic-related content:</b> |  |                        |
| <b>1.</b>                     | Self-presentation and team building, e.g. student's own profile in the context of a technical university and interests in the field of science; effective presentation of the student, their interests and ideas in academic and professional contexts, interactive team-building tasks.   | <b>4</b>               |
| <b>2.</b>                     | Presentation on a topic related to the field of study and the students' scientific interests – presentation structure, skillful preparation and discussion of visual materials – charts, tables, illustrations; using characteristic phrases and expressions, conducting skillful handling of a discussion related to the presentation.  | <b>10</b>              |
| <b>3.</b>                     | Preparation for individual and project work with selected issues related to specialist language in the field of study – materials selected by students and by the instructor.  | <b>6</b>               |
| <b>4.</b>                     | Effective communication on academic topics with the use of specialist terminology – using various discourse strategies, non-verbal communication, topic presentation techniques and argumentation styles for effective communication; using appropriate phrases and expressions during a conversation, in both formal and informal register; using discursive markers.<br><i>Examples of language functions:</i><br>- analysis of diagrams/charts, analysis of job offers, participation in a job interview, use of anecdotes to illustrate ideas, | <b>26</b>              |

|                                 |  |           |
|---------------------------------|--|-----------|
|                                 | <ul style="list-style-type: none"> <li>- explaining cause and effect, comparing, formulating conclusions, synthesizing information from various sources, speaking in a formal meeting, emphasizing key issues, using the language of persuasion, negotiating solutions, analyzing content,</li> <li>- conflict management, reacting to proposals – consent/objection, doubts, presenting possible scenarios, making digressions,</li> <li>- preparing and conducting interviews, handling interruptions and questions from the audience,</li> </ul> <p><b>Range of work forms:</b></p> <ul style="list-style-type: none"> <li>- self-presentation, group and individual presentations,</li> <li>- interviews, brainstorming, dialogue/interview, mini-lecture, formal meetings, negotiations, debates (e.g. Oxford, SPAR debates), discussions, panel/seminar discussions (e.g. Socratic seminar form, fishbowl discussion), idea presentation (e.g. pitch/elevator pitch), formulating precise commands (e.g. instructions, AI tools),</li> <li>- project-based learning (PBL), challenge-based learning (CBL), team work, case study analysis, problem method, Miro board</li> <li>- flipped classroom, Asana</li> <li>- case study analysis, analysis of tables, drawings, charts and diagrams, academic poster, e-portfolio,</li> <li>- taking notes, reviewing, reporting, writing concise and coherent texts, developing learning techniques.</li> </ul> |           |
| <b>Grammar-related content:</b> |  |           |
| 5.                              | Grammar issues consistent with CEFR level C1.  | <b>10</b> |
| 6.                              | Final test and its discussion.   | <b>4</b>  |
|                                 | <b>Total hours</b>   | <b>60</b> |

| <b>TEACHING TOOLS</b>   |
|---|
| N1. Primary and secondary literature for level C1.2<br>N2. Teacher's own original didactic materials<br>N3. Internet<br>N4. Project work in teams<br>N5. Office hours<br>N6. ePortal, Zoom, MS Teams, Google Meet, Google Docs, Slack, whiteboard, MS Whiteboard, whiteboard.fi, Canva, Genially, Wordwall, Flipgrid, Kapwing, Chat GPT, Quizlet, Quizizz, Memrise, Kahoot<br>N7 Tools indicated in the programme content |

| <b>EVALUATION OF THE ACHIEVEMENT OF SUBJECT-RELATED LEARNING OUTCOMES</b> |   |   |
|---|---|---|
| <b>Evaluation (F – formative assessment; P – summative assessment)</b>    | <b>Learning outcomes code</b>                       | <b>Method for evaluating the achievement of the learning outcome</b>  |
| F1 – 25 % of the final grade for classroom work                           | PEU_W01<br>PEU_U01<br>PEU_U02<br>PEU_U03<br>PEU_U04 | evaluation of language performance leading to effective communication in foreign language in academic and professional environments |

|  |  |   |
|--|--|---|
|  | PEU_K01  |   |
| F2 – 25% of the final grade for project work   | PEU_W01<br>PEU_U01<br>PEU_U02<br>PEU_U03<br>PEU_U04<br>PEU_K01 | project work in interdisciplinary (inter-departmental) teams, including the forms of work from the range recommended in the subject card (oral and written) |
| F3 – 25% of the final grade for an individual presentation using specialist language | PEU_W01<br>PEU_U03   | an individual presentation delivered on a topic related to the studied area   |
| F4 – 25 % of the final grade for the final test                                      | PEU_W01<br>PEU_U01<br>PEU_U02<br>PEU_U03<br>PEU_K01            | final test for the evaluation of language skills (understanding written and spoken texts) and the acquisition of grammar and lexis                          |

$$P = F1 + F2 + F3 + F4$$

### **PRIMARY AND SECONDARY LITERATURE**

#### **PRIMARY LITERATURE:**

- [1] Skillful 4 Listening & Speaking 2nd Edition (Macmillan) Units 6-10
- [2] Unlock Level 5 Listening, Speaking & Critical Thinking 2nd Edition (CUP) Units 6-10
- [3] LIFE Advanced 2nd Edition (National Geographic Learning) Units 7-12
- [4] New Language Leader Advanced (Pearson) Units 7-12
- [5] Teacher's own original didactic materials
- [6] Materials available on the Internet

#### **SECONDARY LITERATURE:**

- [1] Skillful 4 Reading & Writing 2nd Edition (Macmillan) Units 6-10
- [2] Unlock Reading, Writing & Critical Thinking Level 5 2nd Edition (CUP) Units 6-10
- [3] Step Up C1 (Pearson) Units 7-12
- [4] Reading Explorer 4 (National Geographic & HEINLE Cengage Learning)
- [5] Academic Vocabulary in Use (Cambridge University Press)
- [6] Grammar and Vocabulary for Advanced Self-Study Grammar Reference and Practice Martin Hewings, Simon Haines (CUP)
- [7] Cambridge English for Engineering (CUP)
- [8] Technical English – Vocabulary & Grammar (Thomson ELT)
- [9] Technical English 4 (Pearson)
- [10] Virtual Learning Environment ([www.wsn.sjo.pwr.edu.pl](http://www.wsn.sjo.pwr.edu.pl))

### **SUBJECT SUPERVISOR**

Head of the English Section

*Approved by the Council of the Foreign Languages Department on 26.26.2024.*





|  |  |  |  |  |  |
|--|--|--|--|--|--|
| FACULTY - / DEPARTMENT OF FOREIGN LANGUAGES  |  |  |  |  |  |
| <b>SUBJECT CARD</b>  |  |  |  |  |  |
| Name of subject in Polish <b>Język angielski C1.2 – Praca projektowa w języku angielskim</b>                   |  |  |  |  |  |
| Name of subject in English <b>English Language C1.2 – Project work in English</b>                              |  |  |  |  |  |
| Main field of study (if applicable): -   |  |  |  |  |  |
| Specialization (if applicable): -  |  |  |  |  |  |
| Profile: <b>academic / practical*</b>  |  |  |  |  |  |
| Level and form of studies: <b>1st/ 2nd level, <del>uniform magister studies*</del>, full-time / part-time*</b> |  |  |  |  |  |
| Kind of subject: <b>obligatory / optional / university-wide*</b>   |  |  |  |  |  |
| Subject code <b>SJO000-25SI00025C</b>  |  |  |  |  |  |
| Group of courses <b>YES / NO*</b>  |  |  |  |  |  |

|  | Lecture | Classes              | Laboratory | Project | Seminar |
|--|---------|----------------------|------------|---------|---------|
| Number of hours of organized classes in University (ZZU)   |         | 60                   |            |         |         |
| Number of hours of total student workload (CNPS)   |         | 90                   |            |         |         |
| Form of crediting (Examination / crediting with grade)   |         | crediting with grade |            |         |         |
| For group of courses mark (X) final course   |         |                      |            |         |         |
| Number of ECTS points  |         | 3                    |            |         |         |
| including number of ECTS points for practical classes (P)  |         | 3                    |            |         |         |
| including number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU) |         | 2.13                 |            |         |         |

\*delete as not necessary

**PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND OTHER COMPETENCES**

1. Knowledge of English language at the C1 level according to the scales of the Common European Framework of Reference for Languages.

**SUBJECT OBJECTIVES**

C1 Developing communication competences for academic and professional purposes in the area of science and technology.

C2 Improving students' writing skills (interviews/surveys, minutes, reflective journals, reports).

C3 Supporting autonomous individual and team work.

C4 Increasing students' tolerance and promoting intercultural dialogue.

C5 Enhancing students' employability skills and increasing their social participation.

**SUBJECT EDUCATIONAL EFFECTS**

relating to knowledge:

PEU\_W01 Student has knowledge, skills and competences corresponding to the requirements established for CEFR level C1; student uses academic and specialist language as required for effective functioning in international academic and specialist environments.

relating to skills:

PEU\_U01 Student is able to cooperate to design an interview/survey and conduct it, exploring personal, local, national, global and cross-cultural aspects.

PEU\_U02 Student is able to prepare and deliver a collaborative academic presentation, including the appropriate structure and visuals, and has the ability to demonstrate appropriate use of body language, voice usage and other elements which comprise a professional presentation.

PEU\_U03 Student is able to take minutes in a reliable and standard format in an objective way; student has the ability to reflect on personal contributions and evaluate the project in a reflective journal.

PEU\_U04 Student is able to research, analyse and evaluate various sources; student has the ability to collaborate in the writing of the final report on the project.

relating to social competences:

PEU\_K01 Student is prepared to communicate in an intercultural environment using specialist language, in accordance with language and cultural standards; student uses his/her knowledge and communication competences in interpersonal contacts.

| <b>PROGRAMME CONTENT</b> |  |                        |
|--------------------------|--|------------------------|
| <b>Lecture</b>           |  | <b>Number of hours</b> |
| Lec 1                    |  |                        |
| Lec 2                    |  |                        |
| Lec 3                    |  |                        |
| Lec 4                    |  |                        |
| Lec 5                    |  |                        |
| ....                     |  |                        |
|                          | Total hours  |                        |
| <b>Classes</b>           |  | <b>Number of hours</b> |
| Cl 1                     | Introduction to project work   | 2                      |
| Cl 2                     | Teamwork: introductions and team formation stage   | 2                      |
| Cl 3                     | How to create an agenda for a meeting and take minutes of a meeting                            | 2                      |
| Cl 4                     | Teamwork: choosing the topic, discovering what is available and allocating tasks               | 2                      |
| Cl 5                     | How to write a reflective journal  | 2                      |
| Cl 6                     | How to construct a survey  | 2                      |
| Cl 7                     | Teamwork: choosing the topic, discovering what is available and allocating tasks               | 2                      |
| Cl 8                     | How to conduct an interview  | 2                      |
| Cl 9                     | Teamwork: designing the tools collaboratively: interview/survey and exploring online resources | 2                      |
| Cl 10                    | How to cooperate in a team   | 2                      |
| Cl 11                    | Teamwork: designing the tools collaboratively: interview/survey and exploring online resources | 2                      |
| Cl 12                    | How to be a leader   | 2                      |

|       |  |    |
|-------|--|----|
| CI 13 | Teamwork: designing the tools collaboratively: interview/survey and exploring online resources | 2  |
| CI 14 | How to search for and evaluate resources   | 2  |
| CI 15 | Teamwork: collecting data  | 2  |
| CI 16 | How to analyse data  | 2  |
| CI 17 | Teamwork: analysing data and extracting it   | 2  |
| CI 18 | How to prepare slides for a presentation   | 2  |
| CI 19 | Teamwork: analysing data and extracting it   | 2  |
| CI 20 | How to write a report  | 2  |
| CI 21 | Teamwork: preparing a presentation with slides and a report                                    | 2  |
| CI 22 | How to present – body language   | 2  |
| CI 23 | Teamwork: preparing a presentation with slides and a report                                    | 2  |
| CI 24 | How to present – using your voice effectively  | 2  |
| CI 25 | Teamwork: rehearsing presentations   | 2  |
| CI 26 | Teamwork: presenting   | 2  |
| CI 27 | How to evaluate individual contributions to teamwork (peer evaluation and self-evaluation)     | 2  |
| CI 28 | Teamwork: presenting   | 2  |
| CI 29 | Teamwork: reflecting on the experience   | 2  |
| CI 30 | Final feedback session   | 2  |
|       | Total hours  | 60 |

| <b>Laboratory</b> |             | <b>Number of hours</b> |
|-------------------|-------------|------------------------|
| Lab 1             |             |                        |
| Lab 2             |             |                        |
| Lab 3             |             |                        |
| Lab 4             |             |                        |
| Lab 5             |             |                        |
| ...               |             |                        |
|                   | Total hours |                        |

| <b>Project</b> |             | <b>Number of hours</b> |
|----------------|-------------|------------------------|
| Proj 1         |             |                        |
| Proj 2         |             |                        |
| Proj 3         |             |                        |
| Proj 4         |             |                        |
| ...            |             |                        |
|                | Total hours |                        |

| <b>Seminar</b> |  | <b>Number of hours</b> |
|----------------|--|------------------------|
| Semin 1        |  |                        |

|         |             |  |
|---------|-------------|--|
| Semin 2 |             |  |
| Semin 3 |             |  |
| ...     |             |  |
|         | Total hours |  |

### IMPORTANT

This is a hybrid course: instructional meetings will be held in person while teamwork will be done online.

A list of ideas for the projects shall be presented to the students during the first class. The students may also propose their own theme.

### TEACHING TOOLS USED

- N1. Materials created by the instructor
- N2. Internet resources
- N3. Facilitated project work in teams
- N4. Consultation
- N5. ePortal, ZOOM, Google Docs, Slack

### EVALUATION OF SUBJECT LEARNING OUTCOMES ACHIEVEMENT

| Evaluation (F – forming during semester), P – concluding (at semester end)   | Learning outcomes code        | Way of evaluating learning outcomes achievement  |
|--|-------------------------------|--|
| F1 – 25% of the final grade for conducting an interview/a survey   | PEU_W01<br>PEU_U01<br>PEU_K01 | interview/survey conducted in pairs  |
| F2 – 25% of the final grade for project presentation   | PEU_W01<br>PEU_U02<br>PEU_K01 | collaborative presentation by students (in groups of 4) followed by a question and answer session      |
| F3 – 25% of the final grade for individual meeting reports (minutes) and reflective journals (including peer evaluation and self-evaluation) | PEU_W01<br>PEU_U03            | individually taken minutes of meetings held in teams of 4 and individually written reflective journals |
| F4 – 25% of the final grade for the final report   | PEU_W01<br>PEU_U04<br>PEU_K01 | collaboratively written final report (in teams of 4)   |
| P = F1 + F2 + F3 + F4  |                               |  |

### PRIMARY AND SECONDARY LITERATURE

#### **PRIMARY LITERATURE:**

- [1] Materials created by the instructor
- [2] Internet materials

#### **SECONDARY LITERATURE:**

[1] -

#### **SUBJECT SUPERVISOR (NAME AND SURNAME, E-MAIL ADDRESS)**

Head of English Section – Dorota Pytel, MA [dorota.pytel@pwr.edu.pl](mailto:dorota.pytel@pwr.edu.pl)

Course Leader – Agnieszka Mirowska, MA [agnieszka.mirowska@pwr.edu.pl](mailto:agnieszka.mirowska@pwr.edu.pl)

*Approved by the Council of the Foreign Languages Department on 26.26.2024.*

**THE DEPARTMENT OF FOREIGN LANGUAGES**  
**SUBJECT CARD**  
**“Foreign Language”**

|  |   |
|--|---|
| <b>Name in Polish</b>                      | Język angielski C2.1- Zaawansowany język angielski w komunikacji: prezentacje, dyskusje i debaty  |
| <b>Name in English</b>                     | English Language C2.1 - Advanced English in Communication: presentations, discussions and debates |
| <b>Main field of study (if applicable)</b> | -   |
| <b>Specialization (if applicable)</b>      | -   |
| <b>Level and form of studies</b>           | 1st level / full time   |
| <b>Type of subject:</b>                    | university-wide   |
| <b>Subject code</b>                        | SJO000-25SI00004C   |

|   | <b>Classes</b>              |
|---|-----------------------------|
| <b>Number of class-hours organized at University (ZZU)</b>  | <b>60</b>                   |
| <b>Total student workload hours (CNPS)</b>  | <b>90</b>                   |
| <b>Form of crediting</b>  | <b>Crediting with grade</b> |
| <b>Number of ECTS points</b>  | <b>3</b>                    |
| <b>including number of ECTS points for practical (P) classes</b>  | <b>3</b>                    |
| <b>Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)</b> | <b>2.13</b>                 |

**PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES**

The student has language skills allowing the continuation of education at the Common European Framework of Reference for Languages level C1.

**SUBJECT OBJECTIVES**

- C1 Developing presentation skills.
- C2 Developing communication skills in academic contexts.
- C3 Improving language skills for academic discussions and debates.
- C4 Aiding the student’s own work.

**SUBJECT LEARNING OUTCOMES**

**RELATING TO KNOWLEDGE**

|                |   |
|----------------|---|
| <b>PEU_W01</b> | The student has linguistic knowledge, skills and competences corresponding to the requirements established for CEFR level C2 and uses them for professional purposes in technical disciplines. The student knows the rules for preparing and presenting arguments in an academic discussion and the rules for preparing and delivering public speeches. |
|----------------|---|

**RELATING TO SKILLS**

|                                       |  |
|---------------------------------------|--|
| <b>PEU_U01</b>                        | The student has the ability to apply the principles of academic discussion in practice.  |
| <b>PEU_U02</b>                        | The student is able to prepare and deliver an academic presentation having an appropriate structure; the student can design slides; they can apply in practice the principles of using voice and "body language" and other elements that combine into a professional presentation. |
| <b>PEU_U03</b>                        | The student is able to prepare a speech and participate in an academic debate.   |
| <b>PEU_U04</b>                        | The student prepares coherent texts typical of academic and professional, also based on information from various specialist sources.   |
| <b>RELATING TO SOCIAL COMPETENCES</b> |  |
| <b>PEU_K01</b>                        | The student is aware of the role that a foreign language has in academic communication; they can cooperate in interdisciplinary, international teams; they can use the newly acquired language skills for their own professional development.                                      |

| <b>PROGRAMME CONTENT</b>      |   |                        |
|-------------------------------|---|------------------------|
| <b>Classes</b>                |   | <b>Number of hours</b> |
| <b>Topic-related content:</b> |   |                        |
| <b>1.</b>                     | Organizational classes – analysis of the needs of course participants     | <b>2</b>               |
| <b>2.</b>                     | Introduction to Oxford debates: goals, format, participants' roles, rules | <b>2</b>               |
| <b>3.</b>                     | Lexical inference   | <b>2</b>               |
| <b>4.</b>                     | Roles in discussion/debate  | <b>2</b>               |
| <b>5.</b>                     | Verbal attack exercises   | <b>2</b>               |
| <b>6.</b>                     | Multi-faceted argumentation   | <b>2</b>               |
| <b>7.</b>                     | Noun phrases  | <b>2</b>               |
| <b>8.</b>                     | Constructing an argument  | <b>2</b>               |
| <b>9.</b>                     | Punctuation and editing of written works                                  | <b>2</b>               |
| <b>10.</b>                    | Aristotle's rhetoric  | <b>2</b>               |
| <b>11.</b>                    | Presentation skills: visualizations                                       | <b>2</b>               |
| <b>12.</b>                    | Discourse markers   | <b>2</b>               |
| <b>13.</b>                    | Presentation skills: body language  | <b>2</b>               |
| <b>14.</b>                    | Stylistic means that promote audience involvement                         | <b>2</b>               |
| <b>15.</b>                    | Presentation skills: pronunciation, accent, intonation                    | <b>2</b>               |



|     |   |           |
|-----|---|-----------|
| 16. | Referring to arguments presented by other participants in the discussion/debate | 2         |
| 17. | Giving presentations  | 2         |
| 18. | Logical errors in argumentation   | 2         |
| 19. | Giving presentations  | 2         |
| 20. | Practical exercises in conducting debates/discussions                           | 2         |
| 21. | Giving presentations  | 2         |
| 22. | Practical exercises in conducting debates/discussions                           | 2         |
| 23. | Understanding authentic English   | 2         |
| 24. | Practical exercises in conducting debates/discussions                           | 2         |
| 25. | Continuous aspect   | 2         |
| 26. | Practical exercises in conducting debates/discussions                           | 2         |
| 27. | Media literacy  | 2         |
| 28. | Final Oxford Debate   | 2         |
| 29. | Exercises in fluent speaking  | 2         |
| 30. | Course summary  | 2         |
|     | <b>Total hours</b>  | <b>60</b> |

### TEACHING TOOLS

- N1. Teacher's own original didactic materials
- N2. Internet
- N3. Office hours
- N4. ePortal, ZOOM, MS Teams, Google Meet, Chat GPT, Google Docs, Canva, multimedia board
- N5. Working in interdisciplinary teams

### EVALUATION OF THE ACHIEVEMENT OF SUBJECT-RELATED LEARNING OUTCOMES

| Evaluation (F – formative assessment; P – summative assessment)   | Learning outcomes code                              | Method for evaluating the achievement of the learning outcome   |
|---|---|---|
| F1 – 50% of the final grade for the work performed by the student | PEU_W01<br>PEU_U01<br>PEU_U02<br>PEU_U03<br>PEU_K01 | the evaluated aspects include effective communication and the ability to take part in numerous forms of interaction which correspond to the professional environment typical of the graduates of technical universities (individual |

|  |   |  |
|--|---|--|
|  |   | work, group work, pair work, participation in discussions, presentation of work results) |
| F2 – 25% of the final grade for the presentations  | PEU_W01<br>PEU_U01<br>PEU_U02<br>PEU_U03<br>PEU_K01 | presentation by the student  |
| F3 – 25 % of the final grade for the Oxford debate | PEU_W01<br>PEU_U01<br>PEU_U02<br>PEU_U03<br>PEU_K01 | preparation and participation in the debate according to the rules presented in classes  |

$$P = F1 + F2 + F3$$

### **PRIMARY AND SECONDARY LITERATURE**

#### **PRIMARY LITERATURE:**

- [1] Teacher's own original didactic materials
- [2] Internet

### **SUBJECT SUPERVISOR**

Head of the English Section

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## DEPARTMENT OF FOREIGN LANGUAGES

**SUBJECT CARD****Name of subject in Polish - Język angielski C1.1 - Język angielski – techniczny.****Name of subject in English - English Language C1.1 - Technical English****Main field of study (if applicable): -****Specialization (if applicable): -****Profile: academic / practical\*****Level and form of studies: 1st/2nd level, ~~uniform magister studies\*~~, full-time / ~~part-time\*~~****Kind of subject: ~~obligatory / optional~~ / university-wide\*****Subject code SJO000-25SI00003C****Group of courses YES / NO\***

|  | Lecture | Classes              | Laboratory | Project | Seminar |
|--|---------|----------------------|------------|---------|---------|
| Number of hours of organized classes in University (ZZU)   |         | 60                   |            |         |         |
| Number of hours of total student workload (CNPS)   |         | 90                   |            |         |         |
| Form of crediting (Examination / crediting with grade)   |         | Crediting with grade |            |         |         |
| For group of courses mark (X) final course   |         |                      |            |         |         |
| Number of ECTS points  |         | 3                    |            |         |         |
| including number of ECTS points for practical classes (P)  |         | 3                    |            |         |         |
| including number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU) |         | 2,13                 |            |         |         |

\*delete as not necessary

**PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND OTHER COMPETENCES**

Knowledge of English language at level B2 on the scales of the Common European Framework of Reference for Languages

**SUBJECT OBJECTIVES**

C1 Developing language skills for the purposes of fluent communication in the professional context

C2 Developing technical and scientific vocabulary in speaking and writing

C3 Preparing students to use a language typical of the working and academic environment

**SUBJECT EDUCATIONAL EFFECTS**

relating to knowledge:

PEU\_W01 Students have the linguistic knowledge necessary to communicate on academic topics related to technical sciences and the modern world, as well as the intercultural knowledge and awareness of its impact on communication.

relating to skills:

PEU\_U01 Students have the appropriate linguistic means for specialised language and can use specialised language in order to write academic texts on topics related to their field of study.

PEU\_U02 Students understand foreign-language texts from their field and can interpret them, draw conclusions, acquire necessary information, interpret them and critically evaluate them; they read professional and technical literature with understanding.

PEU\_U03 Students can prepare well-documented essays in a foreign language (e.g. a short scientific report presenting the results of their own research, a scientific article).

relating to social competences:

PEU\_K01 Students are prepared to communicate in an academic environment in accordance with language and cultural standards; they can adapt to the situation and the recipient.

| <b>PROGRAMME CONTENT</b> |  |                        |
|--------------------------|--|------------------------|
| <b>Lecture</b>           |  | <b>Number of hours</b> |
| Lec 1                    |  |                        |
| Lec 2                    |  |                        |
| Lec 3                    |  |                        |
| Lec 4                    |  |                        |
| Lec 5                    |  |                        |
| ....                     |  |                        |
|                          | Total hours  |                        |
| <b>Classes</b>           |  | <b>Number of hours</b> |
| Cl 1-2                   | Physics and materials – basic terms, description of properties   | 4                      |
| Cl 3                     | Numbers - reading of numbers, arithmetic operations and formulas   | 2                      |
| Cl 4-6                   | How it works - describing how simple and more complex devices and tools work                                   | 6                      |
| Cl 7-8                   | Energy – conventional and renewable sources. Vocabulary, descriptions. Arguing and debating.                   | 4                      |
| Cl 9-10                  | Information technology. Cybersecurity. Vocabulary concerning software and hardware. Recommendations.           | 4                      |
| Cl 11-12                 | Engineering enemies - what affects the consumption of materials. Explaining phenomena                          | 4                      |
| Cl 13-15                 | Cars and planes. Vocabulary. Explaining mechanisms   | 6                      |
| Cl 16-18                 | Progress in science and technology, trend forecasting. Analysing and presenting. Arguing and discussing        | 6                      |
| Cl 19-21                 | Buildings and constructions. Describing and talking about dimensions. Construction and architecture vocabulary | 6                      |
| Cl 22-23                 | Transportation today and in the future. Vocabulary. Descriptions and comparisons. Justifying an opinion        | 4                      |
| Cl 24                    | Environmental hazards. Vocabulary, descriptions  | 2                      |

|          |  |    |
|----------|--|----|
| CI 25-28 | Working on a scientific text from the student's field of study. Oral presentation of the outcome. Leading a group discussion | 8  |
| CI 29-30 | Final test, feedback   | 4  |
|          | Total hours  | 60 |

| <b>Laboratory</b> |             | <b>Number of hours</b> |
|-------------------|-------------|------------------------|
| Lab 1             |             |                        |
| Lab 2             |             |                        |
| Lab 3             |             |                        |
| Lab 4             |             |                        |
| Lab 5             |             |                        |
| ...               |             |                        |
|                   | Total hours |                        |

| <b>Project</b> |             | <b>Number of hours</b> |
|----------------|-------------|------------------------|
| Proj 1         |             |                        |
| Proj 2         |             |                        |
| Proj 3         |             |                        |
| Proj 4         |             |                        |
| ...            |             |                        |
|                | Total hours |                        |

| <b>Seminar</b> |             | <b>Number of hours</b> |
|----------------|-------------|------------------------|
| Semin 1        |             |                        |
| Semin 2        |             |                        |
| Semin 3        |             |                        |
| ...            |             |                        |
|                | Total hours |                        |

| <b>TEACHING TOOLS USED</b>  |
|---|
| N1. Teacher's own materials. Reading, analysing, vocabulary practice      |
| N2. Secondary literature – text analysis, vocabulary development          |
| N3. Interactive websites, tutorials and videos                            |
| N4. Scientific and technical texts – text analysis, reading comprehension |
| N5. Multimedia presentations  |
| N6. Group discussions, debating   |
| N7. Grammar and lexis exercises   |
| N8. MS Teams, Google Meet   |

**EVALUATION OF SUBJECT LEARNING OUTCOMES ACHIEVEMENT**

| <b>Evaluation</b> (F – forming during semester), P – concluding (at semester end)                 | Learning outcomes code                              | Way of evaluating learning outcomes achievement   |
|---|---|---|
| F1 grade for in-class activity (50% of the final grade)   | PEU_W01<br>PEU_U01<br>PEU_U02<br>PEU_U03<br>PEU_K01 | Grade for individual work, pair work and teamwork, class participation                    |
| F2 grade for work on a scientific text from the student's field of study (25% of the final grade) | PEU_W01<br>PEU_U01<br>PEU_U02<br>PEU_U03<br>PEU_K01 | Grade for individual work together with both oral and written presentation of the outcome |
| F3 grade for the final test (25% of the final grade)  | PEU_W01<br>PEU_U01<br>PEU_U02<br>PEU_U03            | Final test  |
| <b>P=F1+F2+F3</b>   |   |   |

| <b>PRIMARY AND SECONDARY LITERATURE</b>  |
|--|
| <p><b><u>PRIMARY LITERATURE:</u></b></p> <p>[1] Teacher's own materials<br/>[2] Adapted scientific texts/articles</p>  |
| <p><b><u>SECONDARY LITERATURE</u></b></p> <p>[1] M. Ibbotson, Cambridge English for Engineering, CUP<br/>[2] B. Mascull, Key Words in Science and Technology, Collins Cobuild<br/>[3]P. Dummet, Energy English, Heinle</p> |
| <p><b>SUBJECT SUPERVISOR (NAME AND SURNAME, E-MAIL ADDRESS)</b></p> <p>Renata Kasprzak, renata.kasprzak@pwr.edu.pl</p>   |

*Approved by the Council of the Foreign Languages Department on 26.26.2024.*