

# **The Department of Foreign Languages**

## **Wroclaw University of Science and Technology**

**Subject cards**

**English language**

**English for Specific Purposes**

**I level**

**2018/2019**

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

<b>Name in Polish</b>	<b>Język angielski C1.1 - Humanistyczne oblicze techniki</b>
<b>Name in English</b>	<b>English C1.1 - Human Face of Technology</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>1<sup>st</sup> level, full time</b>
<b>Kind of subject</b>	<b>university-wide</b>
<b>Subject code</b>	<b>JZL100894C</b>

	<b>Classes</b>
<b>Number of hours of organized classes in University (ZZU)</b>	<b>60</b>
<b>Number of hours of total student workload (CNPS)</b>	<b>70</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>2</b>
<b>Including the number of ECTS points for practical classes (P)</b>	<b>2</b>
<b>Including the number of ECTS points for direct teacher-student contact classes (DC)</b>	<b>1.5</b>

**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**

1. Developing knowledge of a variety of issues related to the history of technology in English-speaking countries, especially to important inventions, structures, feats of engineering and famous inventors/engineers working in English-speaking countries. The course content is selected so as to correspond to the material taught at each of the WrUST faculties.
2. Developing language proficiency in areas related to ESP and technical communication (selected grammar structures and universally used technical terminology).
3. Preparing students to take part in discussions on general-technical topics.
4. Preparing students to present their opinions in public speeches, including presentations.
5. Developing interest in the ethical aspects of technological development and in the relationship between technology and culture.

**SUBJECT EDUCATIONAL OUTCOMES**

**RELATING TO KNOWLEDGE**

<b>PEK_W01</b>	Student has sufficient linguistic knowledge to communicate on academic topics related to technical sciences and to the modern world; sufficient intercultural knowledge; awareness of the influence that culture has on communication.
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<b>RELATING TO SKILLS</b>	
<b>PEK_U01</b>	Student follows and understands longer texts/utterances (e.g. presentations, lectures, discussions) on academic topics and in some areas of technical sciences.
<b>PEK_U02</b>	Student understands texts on academic topics and in some areas of technical sciences; student finds required information in literature.
<b>PEK_U03</b>	Student communicates in an academic environment and on the topics related to the studied discipline, using adequate language tools (grammar and lexis), elaborating on particular issues.
<b>PEK_U04</b>	Student writes texts typical of academic environment (e.g. formal correspondence, article summary), also based on information from various specialist sources.
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEK_K01</b>	Student is prepared to communicate in an academic environment in accordance with language and cultural standards, 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>
1-2	Frank Lloyd Wright. About architecture, nature, IT science and marketing.	4
3-4	Francis „Hurry Up” Crowe. About concreto curing and renewable energy sources.	4
5-6	Charles Goodyear. About rubber-puckered shirts.	4
7-8	Percy Spencer. About the microwave oven and other spectacular, albeit accidental discoveries.	4
9-10	Edison and Tesla. About the war of currents, directly.	4
11-12	Monsieurs Brunel. About the tunnel under the Thames.	4
13-14	Margaret Hamilton. About the birth of software engineering.	4
15-16	E. Oppenheimer. About uncut diamonds.	4
17-18	J. Oppenheimer. Manhattan and Three Mile Island. And other nuclear accidents.	4
19-20	Walter C. Baker. About electric vehicles.	4
21-22	James Watt. About steam engine.	4
23-24	F.B. Morse. The ABC of telecommunications.	4
25-26	Stephen Hawking. About astronomy and cybernetics.	4
27-28	The Roebling family. About the Brooklyn Bridge.	4
29	Masdar. About a town in the desert.	2

30	Conclusions. Final test.	2
	<b>Total hours</b>	<b>60</b>

### TEACHING TOOLS USED

- N1. Audio-visual materials (audio and video recordings, PowerPoint presentations, interactive web pages etc.) presented during classes with an overhead projector.
- N2. Texts on the history of technology as homework.
- N3. Group discussions and individual presentations as communication tools during classes.
- N4. Grammar and lexical tasks.
- N5. Short written homework assignments as an opportunity for reflection on the topics discussed.

### EVALUATION OF THE ACHIEVEMENT OF SUBJECT EDUCATIONAL OUTCOMES

<b>Evaluation</b> (F- during semester, P- at the end of semester)	<b>Educational outcome number</b>	<b>Method of evaluating educational outcome achievement:</b>
F1 – 50% of the final grade for classwork	PEK_W01 PEK_U01 PEK_U02 PEK_U03 PEK_K01	participation in the classes and in discussions, preparation of multimedia presentations, individual work, group work, pair work
F2 – 25% of the final grade for short written assignments	PEK_U01 PEK_U02 PEK_U03	short essays presenting the student's own reflections and views on the issues discussed during classes
F3 – 25% of the final grade for the final test	PEK_W01 PEK_U01 PEK_U04	a final test for the evaluation of the achievement of the course's objectives
<b>P = F1 + F2 + F3</b>		

### PRIMARY AND SECONDARY LITERATURE

#### PRIMARY LITERATURE:

1. Teacher's own materials

#### SECONDARY LITERATURE:

1. Basalla, George 1999: *The Evolution of Technology*. Cambridge: Cambridge Univ. Press.
2. Bijker, W., Hughes, T., Pinch T., Douglas D. 2012: *The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology*. Cambridge: MIT Press.
3. Derry, T. K., Williams, T. 1993: *A Short History of Technology: From the Earliest Times to A.D. 1900*. New York: Oxford Univ. Press.
4. Edgerton, David 2007: *The Shock of the Old: Technology and Global History since 1900*. Oxford: Oxford Univ. Press.
5. Pater, Zbigniew 2011: *Wybrane zagadnienia z historii techniki*. Lublin: Politechnika Lubelska.
6. Usher, Abbott Payson 1929: *A History of Mechanical Inventions*. New York: McGraw Hill.

<b>SUBJECT LEADER (NAME AND SURNAME, E-MAIL ADDRESS)</b>
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**Latest update: 10.04.2018**

<b>THE DEPARTMENT OF FOREIGN LANGUAGES SUBJECT CARD Foreign language</b>	
<b>Name in Polish</b>	<b>Język angielski C1.1 - Język angielski – techniczny.</b>
<b>Name in English</b>	<b>English C1.1 - Technical English</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>1<sup>st</sup> level, full time</b>
<b>Kind of subject</b>	<b>university-wide</b>
<b>Subject code</b>	<b>JZL100922C</b>

	<b>Classes</b>
<b>Number of hours of organized classes in University (ZZU)</b>	<b>60</b>
<b>Number of hours of total student workload (CNPS)</b>	<b>70</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>2</b>
<b>Including the number of ECTS points for practical classes (P)</b>	<b>2</b>
<b>Including the number of ECTS points for direct teacher-student contact classes (DC)</b>	<b>1,5</b>

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

<b>SUBJECT OBJECTIVES</b>
<ol style="list-style-type: none"> <li>1. Developing language skills for the purposes of further language education</li> <li>2. Developing knowledge on selected technical issues</li> <li>3. Preparing students to use a language typical of the working environment</li> </ol>

<b>SUBJECT EDUCATIONAL OUTCOMES</b>	
<b>RELATING TO KNOWLEDGE</b>	
<b>PEK_W01</b>	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.
<b>RELATING TO SKILLS</b>	
<b>PEK_U01</b>	Students have the appropriate linguistic means for specialised

	language and are able to use specialised language in order to write academic texts on topics related to their field of study.
<b>PEK_U02</b>	Students understand foreign-language texts from their field and are able to interpret them, draw conclusions, acquire necessary information, interpret them and critically evaluate them; they read professional and technical literature with understanding.
<b>PEK_U03</b>	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).
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEK_K01</b>	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>Classes</b>		<b>Number of hours</b>
1-2	Presentations - language and techniques of presentation	4
3-4	Physics - basic terms, description of properties	4
5	Numbers - reading of numbers, arithmetic operations and formulas	2
6	Geometry - description of shapes, selected vocabulary for technical drawing	2
7-8	How it works - describing how simple and more complex devices and tools work	4
9	New energy sources	2
10	Nuclear energy - vocabulary, debate	2
11-12	Test. Safety in the Internet. Vocabulary on computers, popular software and applications	4
13	Aviation. Aircraft construction, active forces, safety	2
14-15	Engineering enemies - what affects the consumption of materials	4
16	Recycling - comparison of different types of recycled materials	2
17-18	Transport today and in the future	4
19-20	Progress in science and technology, trend forecasting	4
21-22	Test. Tunnels - construction methods, materials, machines, techniques	4
23-24	Bridges - types, materials, forces	4

25-26	Environmental hazards, catastrophes	4
27-28	Mobile phones, electronic communication	4
29-30	Test Presentations by students. Review. Test	4
	<b>Total hours</b>	<b>60</b>

<b>TEACHING TOOLS USED</b>
N1. Primary and secondary literature N2. Teacher's own materials N3. Multimedia presentations N4. Didactic discussions as part of the exercises N5. Grammatical and lexical exercises

<b>EVALUATION OF THE ACHIEVEMENT OF SUBJECT EDUCATIONAL OUTCOMES</b>		
<b>Evaluation</b> (F- during semester, P- at the end of semester)	<b>Educational outcome number</b>	<b>Method of evaluating educational outcome achievement</b>
F1 Average of test scores	PEK_W01, PEK_U01, PEK_U02	Grade for tests taken throughout the semester
F2 Grade for in-class activity	PEK_W01, PEK_U01, PEK_U02, PEK_U03, PEK_K01	Grade for individual work, pair work and teamwork
F3 Grade for work with e-learning materials	PEK_W01, PEK_U02, PEK_U03, PEK_K01	Grade for individual work with e-learning modules
P1 Grade for the final test	PEK_W01, PEK_U01, PEK_U02, PEK_U03	Grade for the achievement test
P2 = (F1+F2+F3+ P1) : 4		

<b>PRIMARY AND SECONDARY LITERATURE</b>
<b><u>PRIMARY LITERATURE:</u></b> 1. Teacher's own materials 2. Adapted scientific texts/articles
<b><u>SECONDARY LITERATURE:</u></b> 1. M. Ibbotson, Cambridge English for Engineering, CUP 2. B. Mascull, Key Words in Science and Technology, Collins Cobuild 3. P. Dummet, Energy English, Heinle



<b>SUBJECT LEADER (NAME AND SURNAME, E-MAIL ADDRESS)</b>
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**Latest update: 10.04.2018**

**THE DEPARTMENT OF FOREIGN LANGUAGES**  
**SUBJECT CARD**  
**Foreign language**

<b>Name in Polish</b>	<b>Język angielski C1.1 - Współczesny świat z perspektywy inżyniera</b>
<b>Name in English</b>	<b>C1.1 Contemporary World from the Engineer's Perspective</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>1<sup>st</sup> level, full time</b>
<b>Kind of subject</b>	<b>university-wide</b>
<b>Subject code</b>	<b>JZL100923C</b>

	<b>Classes</b>
<b>Number of hours of organized classes in University (ZZU)</b>	<b>60</b>
<b>Number of hours of total student workload (CNPS)</b>	<b>70</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>2</b>
<b>Including the number of ECTS points for practical classes (P)</b>	<b>2</b>
<b>Including the number of ECTS points for direct teacher-student contact classes (DC)</b>	<b>1.5</b>

**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**

1. Developing communication competences for academic purposes in the area of science and technology.
2. Developing language proficiency, as required in an academic environment at a technical university.
3. Supporting the student's own work in the area of specialist language.

**SUBJECT EDUCATIONAL OUTCOMES**

**RELATING TO KNOWLEDGE**

<b>PEK_W01</b>	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.
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**RELATING TO SKILLS**

<b>PEK_U01</b>	Student understands and interprets academic texts and utterances as well as other forms of presentation in the area of science and technology.
<b>PEK_U02</b>	Student reads and understands academic texts related to technical disciplines, including the studied discipline; student obtains and interprets information from foreign language specialist sources.
<b>PEK_U03</b>	Student communicates in an academic environment; uses adequate language tools; uses specialist language; delivers presentations related to the studied area of technology.
<b>PEK_U04</b>	Student prepares formal texts (e.g. reports, presentations) using typical language structures.
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEK_K01</b>	Student understands the need to learn and develop his/her specialist language skills (within the lifelong learning framework) as well as the unique features of a foreign language's culture.

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<b>Number of hours</b>
1-2	Student's field of study	4
3-6	Mathematics, physics, chemistry - basic concepts	8
7-9	Material properties	6
10-12	How does it work? (devices and forces)	6
13-14	Energy sources	4
15-17	Discoveries, inventions, innovations	6
18-20	Describing a process; new technologies	6
21-23	Ethical issues (sustainable development, planned obsolescence, etc.)	6
24-26	Threats (pollution of the environment, military technologies, invasion of privacy)	6
27-30	Test revision and test	8
<b>Total hours</b>		<b>60</b>

<b>TEACHING TOOLS USED</b>
N1. Audio-visual materials (audio and video recordings, PowerPoint presentations)
N2. Texts
N3. Group discussions and individual presentations
N4. Grammatical and lexical exercises

## EVALUATION OF THE ACHIEVEMENT OF SUBJECT EDUCATIONAL OUTCOMES

Evaluation (F- during semester, P- at the end of semester)	Educational outcome number	Method of evaluating educational outcome achievement
F1 – 25% of the final grade for classwork	PEK_W01 PEK_U01 PEK_U02 PEK_U03 PEK_U04 PEK_K01	evaluation of language performance leading to effective communication in foreign language during classes (e.g. on the basis of individual work, pair work or team work, and based on speaking and listening skills)
F2 – 25% of the final grade for individual work	PEK_W01 PEK_U01 PEK_U02 PEK_U03 PEK_U04 PEK_K01	oral or written evaluation of the student's individual work based on materials representing specialist language in the studied area
F3 – 25% of the final grade for the delivered presentation	PEK_W01 PEK_U02 PEK_U03 PEK_U04	a presentation delivered on a topic related to the studied area
F4 – 25% of the final grade for the test	PEK_W01 PEK_U02 PEK_U04	final test for the evaluation of language skills (understanding of written and spoken texts) and the acquisition of grammar and lexis
P = F1 + F2 + F3 + F4		

## PRIMARY AND SECONDARY LITERATURE

### **PRIMARY LITERATURE:**

1. Teacher's own materials
2. Popular science articles (adapted by the teacher)

### **SECONDARY LITERATURE:**

1. Virtual Learning Environment (wsn.sjo.pwr.edu.pl)
2. Technical English 4 (Pearson)
3. Oxford English for Careers: Technology 1 & Technology 2 (Oxford University Press)
4. Oxford English for Careers: Technology for Engineering and Applied Sciences (OUP)
5. Oxford English for Careers: Engineering 1 (Oxford University Press)
6. Technical English – Vocabulary & Grammar (Thomson ELT)
7. Collins COBUILD Key Words for the Oil and Gas Industry
8. Collins COBUILD Key Words for Chemical Engineering
9. Collins COBUILD Key Words for Mechanical Engineering
10. Collins COBUILD Key Words for Electrical Engineering
11. Collins COBUILD Key Words for Automotive Engineering
12. IELTS Language Practice (Macmillan)
13. Reading Explorer 4 (National Geographic & HEINLE Cengage Learning)
14. Academic Vocabulary in Use (Cambridge University Press)

<b>SUBJECT LEADER (NAME AND SURNAME, E-MAIL ADDRESS)</b>
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**Latest update: 10.04.2018**

**THE DEPARTMENT OF FOREIGN LANGUAGES****SUBJECT CARD****Foreign language**

<b>Name in Polish</b>	<b>Język angielski C1.1 - Skuteczna komunikacja dla inżynierów</b>
<b>Name in English</b>	<b>English C1.1 - Effective Communication for Engineers</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>1<sup>st</sup> level, full time</b>
<b>Kind of subject</b>	<b>university-wide</b>
<b>Subject code</b>	<b>JZL100924C</b>

	<b>Classes</b>
<b>Number of hours of organized classes in University (ZZU)</b>	<b>60</b>
<b>Number of hours of total student workload (CNPS)</b>	<b>70</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>2</b>
<b>Including the number of ECTS points for practical classes (P)</b>	<b>2</b>
<b>Including the number of ECTS points for direct teacher-student contact classes (DC)</b>	<b>1.5</b>

**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**

1. Developing communication skills for academic needs in the area of science and technical studies.
2. Language skills improvement necessary in the academic environment at a technical university.
3. Supporting own work in the area of specialized language.

**SUBJECT EDUCATIONAL OUTCOMES**

**RELATING TO KNOWLEDGE**

<b>PEK_W01</b>	The student has the necessary language knowledge in communication on academic topics related to technical sciences and the modern world, as well as intercultural knowledge and awareness of its impact on communication.
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**RELATING TO SKILLS**

<b>PEK_U01</b>	The student understands longer statements (e.g. presentations, lectures, discussions) on academic topics and selected areas of technical sciences. S/he
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	understands the content of telephone conversations and a long speech performed by native speakers of English.
<b>PEK_U02</b>	The student understands applied texts for selected technical disciplines, assesses the content and importance of information.
<b>PEK_U03</b>	The student communicates in the academic / technical environment, taking into account the subject matter of the studied discipline, using appropriate language (grammatical and lexical) measures, developing particular issues.
<b>PEK_U04</b>	The student writes consistent texts typical of the academic / technical environment (e.g. formal correspondence, summary of the event / lecture). Can write proper CV, job application.
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEK_K01</b>	The student has the potential to work in an international environment with knowledge and language resources in accordance with socio-cultural conventions.

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<b>Number of hours</b>
1	Introduction to presentations. Types of presentations.	2
2-3	Ways of presenting information (facts, sequence of events).	4
4	Interesting ways to make the presentation more attractive (anecdote, joke, etc.).	2
5	Non-verbal communication - body language.	2
6-7	Verbal communication - voice work, intonation.	4
8-10	Presentations given by students.	6
11	Evaluation and analysis of presentations.	2
12-14	Debate participation on current popular science and social topics.	6
15-17	Solving problems through discussion participation.	6
18-19	Conducting meetings. Opening and closing a meeting.	4
20-21	Skilfully suggesting an action plan.	4
22-23	Effective analysis of own capabilities on the labour market. Analysis of own potential: strengths and weaknesses of character. Proper recognition of own skills.	4
24-25	How to write an impressive resume to be invited to a job interview. How to draw attention of a potential employer. An effective description of professional experience, education and interests.	4
26-27	How to impress your employer during a job interview. Skilful self-presentation to convince the interviewer why s/he should hire us. Dealing with unusual questions.	4

28-29	Rules for negotiating working conditions. Negotiation strategies.	4
30	Analysis and evaluation of job interviews and negotiations presented by students.	2
	<b>Total hours</b>	<b>60</b>

### TEACHING TOOLS USED

- N1. Primary and secondary literature
- N2. Lexical tasks
- N3. Multimedia presentations
- N4. Consultations

### EVALUATION OF THE ACHIEVEMENT OF SUBJECT EDUCATIONAL OUTCOMES

<b>Evaluation</b> (F- during semester, P- at the end of semester)	<b>Educational outcome number</b>	<b>Method of evaluating educational outcome achievement</b>
F1 - 25% of the final grade for class work	PEK_W01 PEK_U01 PEK_U02 PEK_U03 PEK_U04 PEK_K01	Evaluation of language activities leading to effective communication in a foreign language during the course (e.g. based on individual work, in pairs, teams, speaking and listening skills with understanding)
F2 - 25% of the final grade for individual work	PEK_W01 PEK_U01 PEK_U02 PEK_U03 PEK_U04 PEK_K01	Written verification of student's individual work based on materials covering specialized language characteristic for the subject of the course
F3 - 25% of the final grade for working with specialist texts	PEK_W01 PEK_U02 PEK_U03 PEK_U04	The oral verification of the degree of mastery of lexical and grammatical issues including specialized language characteristic for the course content
F4 - 25% of the final grade for the presentation and mock job interview	PEK_W01 PEK_U02 PEK_U04	Evaluation of oral presentations and job interviews delivered at a presence of the course's participants
P = F1 + F2 + F3 + F4		

### PRIMARY AND SECONDARY LITERATURE

#### **PRIMARY LITERATURE:**

1. Colm Downes, *Cambridge English for Job Hunting*, Cambridge University Press, 2010
2. Powell M., *Dynamic Presentations*, Cambridge University Press 2011

#### **SECONDARY LITERATURE:**

1. [www.youtube.com](http://www.youtube.com)



2. Thomson K. *English for Meetings*, Wydawnictwo Edu 2006
3. Wallwork A., *Discussions A-D Advanced*, Cambridge University Press 1997
4. Ibbotson M. *Cambridge English for Engineering* (CUP) 2008
5. Michael McCarthy, Felicity O'Dell, *Academic Vocabulary In Use*, Cambridge University Press, 2009

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

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**Latest update: 10.04.2018**

<b>THE DEPARTMENT OF FOREIGN LANGUAGES SUBJECT CARD Foreign language</b>	
<b>Name in Polish</b>	<b>Język angielski C1.1 - Trening ustnej komunikacji w zawodzie inżyniera</b>
<b>Name in English</b>	<b>English C1.1 - Training in oral communication for engineers</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>1<sup>st</sup> level, full time</b>
<b>Kind of subject</b>	<b>university-wide</b>
<b>Subject code</b>	<b>JZL100925C</b>

	<b>Classes</b>
<b>Number of hours of organized classes in University (ZZU)</b>	<b>60</b>
<b>Number of hours of total student workload (CNPS)</b>	<b>70</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>2</b>
<b>Including the number of ECTS points for practical classes (P)</b>	<b>2</b>
<b>Including the number of ECTS points for direct teacher-student contact classes (DC)</b>	<b>1.5</b>

### **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**

1. Developing communication skills for academic and professional needs in the area of science and technical studies.
2. Supporting and utilizing own work in the area of specialized language appropriate to the studied discipline, and further developing autonomic and compensating strategies
3. Supporting the skills how to carry on conversation and react to the arguments as well as to evaluate both own and other people's communication skills.

### **SUBJECT EDUCATIONAL OUTCOMES**

#### **RELATING TO KNOWLEDGE**

<b>PEK_W01</b>	Students know and use grammar and lexical structures necessary to oral communication at B2/C1 level (CEFR), including topics related to the studied discipline, and technical and professional issues.
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#### **RELATING TO SKILLS**

<b>PEK_U01</b>	Students understand and interpret written and oral academic texts and other forms of presentations in the area of science and technical studies.
<b>PEK_U02</b>	Students read with understanding academic texts related to the technical fields of study in general, and those related to the studied area in particular; know how to obtain and interpret information from professional foreign publications.
<b>PEK_U03</b>	Students can communicate in academic environment; utilize proper linguistic means; use a professional language.
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEK_K01</b>	Students understand the need to learn and develop their specialist language skills (within the lifelong learning framework) as well as the unique features of a foreign language's culture.

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<b>Number of hours</b>
1-2	Problem solving	4
3	Making suggestions	2
4-5	Expressions points of view	4
6	Comparing and contrasting	2
7	Describing causes and results	2
8	Agreeing and disagreeing	2
9	Persuading	2
10	Acquiring information	2
11	Asking for clarification, clarifying	2
12	Asking for and offering advice, rejecting advice	2
13	Presenting the sequence of events. Describing processes	2
14	Analysing and interpreting	2
15	Expressing levels of certainty; creating assumptions	2
16	Compensation strategies	2
17	Active listening	2
18	Maintaining conversations	2
19-20	Reports	4
21-22	Delivering presentations	4
23	Paraphrasing	2
24-25	Summarising; synthesizing	4

26	Degrees of formality	2
27-28	The language of meetings	4
29-30	Course summary	4
	<b>Total hours</b>	<b>60</b>

### TEACHING TOOLS USED

- N1. In-class conversations (individual work, pair work, discussions)  
 N2. Student's individual work which is to be done in order to prepare for classes  
 N3. In-class assignments carried out by using dictionaries, handouts, teacher's own materials prepared with the help of an overhead projector, laptop and literature

### EVALUATION OF THE ACHIEVEMENT OF SUBJECT EDUCATIONAL OUTCOMES

<b>Evaluation</b> (F – during semester; P – at the end of semester)	<b>Educational outcome number</b>	<b>Method of evaluating educational outcome achievement</b>
F1 – 30% of the final grade for homework assignments	PEK_W01, PEK_U01, PEK_U02, PEK_U03, PEK_K01	Student's own work outside the classroom, getting ready for classes.
F2 – 70% of the final grade for active participation in class assignments	PEK_W01, PEK_U01, PEK_U02, PEK_U03, PEK_K01	Conversations during classes (individual work, pair work, group work, discussion, communication tasks).
P = F1 + F2		

### PRIMARY AND SECONDARY LITERATURE

#### **PRIMARY LITERATURE:**

1. McCormack, J., Watkins, S. 2012. *English for academic study: speaking*. Garnet Publishing
2. Harrison, R. 2011. *Headway: academic skills: listening, speaking and study skills*. Oxford: OUP

#### **SECONDARY LITERATURE:**

1. McCarthy, M., O'Dell, F. 2008. *Academic Vocabulary in Use*. Cambridge: CUP

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

dr Aleksandra Więckowska - aleksandra.wieckowska@pwr.edu.pl

**Latest update: 10.04.2018**

**THE DEPARTMENT OF FOREIGN LANGUAGES**  
**SUBJECT CARD**  
**Foreign language**

<b>Name in Polish</b>	<b>Język angielski C2.1 – Zaawansowany język angielski w komunikacji</b>
<b>Name in English</b>	<b>English C2.1 - Advanced English for Communication</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>undergraduate, full-time</b>
<b>Kind of subject</b>	<b>university-wide</b>
<b>Subject code</b>	<b>JZL100926C</b>

	<b>Classes</b>
<b>Number of hours of organized classes in University (ZZU)</b>	<b>60</b>
<b>Number of hours of total student workload (CNPS)</b>	<b>70</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>2</b>
<b>Including the number of ECTS points for practical classes (P)</b>	<b>2</b>
<b>Including the number of ECTS points for direct teacher-student contact classes (DC)</b>	<b>1.5</b>

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

Knowledge of English language at the C2 level according to the scales of the Common European Framework of Reference for Languages.

**SUBJECT OBJECTIVES**

1. Improvement in preparation and delivery of presentations.
2. Developing communication skills for academic purposes.
3. Improvement of language skills needed to take part in academic discussions.
4. Supporting individual work.

**SUBJECT EDUCATIONAL OUTCOMES**

**RELATING TO KNOWLEDGE**

<b>PEK_W01</b>	Student has knowledge, skills and competences corresponding to the requirements established for CEFR level C2 and uses them for professional purposes in scientific disciplines. Student has an organized knowledge of forms, expressions, and discourse rules required for academic discussions.
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**RELATING TO SKILLS**

<b>PEK_U01</b>	Students are able to prepare and deliver an academic presentation, including the appropriate structure, designing of visuals, and have the ability to demonstrate
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	appropriate use of body language, voice usage, and other elements which comprise a professional presentation.
<b>PEK_U02</b>	Student has the ability to demonstrate the principles of academic discussion.
<b>PEK_U03</b>	Student can prepare and participate in an academic debate.
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEK_K01</b>	Students are aware of the role that a foreign language has in academic communication and for his/her own academic development.

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<b>Number of hours</b>
1	Course organization and needs analysis	2
2-4	Preparation and delivery of presentations	6
5-6	Presentation skills	4
7-8	Presentation exercises and practice	4
9	Discourse markers for academic writing	2
10	Punctuation	2
11	Collocations in academic writing	2
12	Speaking fluency	2
13-14	Complex issues of English grammar and lexics (Oxford Comma, split infinitives, double negatives, prepositions at the end of a sentence)	4
15	Presenting a perspective by providing examples	2
16-18	Participation in a debate. Language used in expressing opinions, agreeing / disagreeing, interrupting, asserting one's point of view	6
19-20	The media and media-related language	4
21-22	Style used in spoken academic language: hedging, paraphrasing, inversion, emphasis	4
23-24	Controversial issues and language needed to discuss them	4
25-26	Rules, goals, and conventions of an Oxford debate	4
27-29	Popularization of scientific issues. Explaining, simplifying, grading language to the level of listeners	6
30	Summary of the course. Oxford debate.	2
	<b>Total hours</b>	<b>60</b>

<b>TEACHING TOOLS USED</b>
N1. Materials created by the instructor
N2. Materials from Virtual Learning Environment

N3. Internet resources  
N4. Consultation

### EVALUATION OF THE ACHIEVEMENT OF SUBJECT EDUCATIONAL OUTCOMES

<b>Evaluation</b> (F- during semester, P- at the end of semester)	<b>Educational outcome number</b>	<b>Method of evaluating educational outcome achievement</b>
F1 – 50% of the final grade for the work performed by the student during classes	PEK_W01 PEK_U01 PEK_U02 PEK_U03 PEK_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 (e.g. individual work, group work, pair work, participation in discussions, presentation of work results)
F2 – 25% of the final grade for delivering a presentation	PEK_W01 PEK_U01 PEK_U02 PEK_U03 PEK_K01	a presentation by the student
F3 – 25% of the final grade for participating in a debate	PEK_W01 PEK_U01 PEK_U02 PEK_U03 PEK_K01	preparation and participation in a debate as per the rules presented during the corresponding lessons
P = F1 + F2 + F3		

### PRIMARY AND SECONDARY LITERATURE

#### **PRIMARY LITERATURE:**

Materials created by the instructor

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

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**Latest update: 10.04.2018**