



## COURSE DESCRIPTION CARD - SYLLABUS

Course name

English

### Course

Field of study

Computer Science

Area of study (specialization)

-

Level of study

Second-cycle studies

Form of study

part-time

Year/Semester

1/1

Profile of study

general academic

Course offered in

English

Requirements

compulsory

### Number of hours

Lecture

0

Laboratory classes

0

Other (e.g. online)

0

Tutorials

20

Projects/seminars

0

### Number of credit points

1

### Lecturers

Responsible for the course/lecturer:

Maciej Buczowski, PhD

Responsible for the course/lecturer:

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email: [maciej.buczowski@put.poznan.pl](mailto:maciej.buczowski@put.poznan.pl)

Tel. 61 6652853

Centre of Languages and Communication PUT

### Prerequisites

Knowledge: Students beginning this module should possess B2 language competence as described by CEFR. They should have mastered the grammar structures as well as general and technical vocabulary covered at first-cycle studies.

Skills: Students should be able to use different sources of information and understand the need to widen their competence. They should be able to work individually and in a team.

Social competence: Students have to be honest, responsible, persevering, creative and respectful of other people, showing good manners and cognitive curiosity.

### Course objective

1. Enable the student to achieve language competence B2+ (CEFR) 2



2. Improve the student's skills in using academic and professional language, specific for a given field of study, in all four linguistic skills.
3. Improve the study of a technical text.
4. Equip all students with the language and skills they need to succeed in an international working environment and everyday life.

### Course-related learning outcomes

#### Knowledge

1. The students possess the vocabulary related to: corporate culture, handling meetings, effective communication, listening techniques, giving presentations in a multicultural environment, and are able to explain the concepts involved with the topics shown above - [-]
2. They know and understand grammatical and lexical rules of English and use them effectively in different types of written and oral communication - [-]

#### Skills

1. Students use different sources of information in a critical manner - [K\_U1]
2. Students use a variety of communication strategies in English in different environments, the working/professional one included - [K\_U3]
3. Students present the results of their research in a summary - [K\_U4]
4. Students discuss recent developments in computer science as presented in professional texts from this field at B2+ level - [K\_U7]
5. Students conduct business correspondence, write emails, take notes of a meeting, write invitations and a report - [-]
6. Students possess all the skills of language competence B2+ (CEFR) - [K\_U7]

#### Social competences

1. Students are able to work in a team, especially in a multicultural environment - [K\_K3]
2. Students are able to think and act creatively and proactively - [K\_K5]
3. Students are able to communicate effectively in English in a working environment and typical everyday life situations, and to make a public presentation - [-]
4. Students are able to recognize and make use of / understand cultural differences in behaviour as well as in formal and private communication in English; in a different cultural environment - [-]

### Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Interim grades: formal coursework assignments ( speaking assignments, presentations) 3



Final grade: credit

### Programme content

Building brands: new media and their significance in promoting brand identity. A personal view on personal branding. Setting goals and different ways of achieving them. Jobs for the future. Careers and jobs. Applying for a job. Statistical data and giving a presentation: global growth.

Summary of a technical text about computer science. Recent developments in IT. Business correspondence in a formal and informal register.

The importance of effective listening in communication: key words, signposting language, focus on the content.

Critical thinking: assessment of relevant examples, reports and arguments.

Writing: online profile, applying for a job, minutes of a meeting.

Presentation: giving relevant examples, telling stories, connecting with the audience, strengthening the main points of a presentation.

### Teaching methods

1. presentation, analysis of topics/problems shown on the board, lexical and grammatical tasks
2. discussion, teamwork, multimedia slide show, case study
3. student's individual work

### Bibliography

Basic

1. Keynote, Upper Intermediate, Student's Book, H. Stephenson, L. Lansford, P. Dummett, National Geographic Learning, 2015

Additional

1. Writing academic English, A.Hogue, A.Oshima, Pearson/Longman, 2006
2. From reading to writing, Linda Robinson Fellag, Pearson/Longman, 2010
3. Internet sources: [www.sciencedaily.com](http://www.sciencedaily.com), [www.howstuffworks.com](http://www.howstuffworks.com), [www.newscientist.com](http://www.newscientist.com)



### Breakdown of average student's workload

	Hours	ECTS
Total workload	30	1,0
Classes requiring direct contact with the teacher	20	1,0
Student's own work (literature studies, preparation for laboratory classes/tutorials, preparation for tests/exam, project preparation) <sup>1</sup>	10	0

<sup>1</sup> delete or add other activities as appropriate