



## COURSE DESCRIPTION CARD - SYLLABUS

Course name

English language [S1TOZ1>JA2]

### Course

Field of study

Circular System Technologies

Year/Semester

2/3

Area of study (specialization)

–

Profile of study

general academic

Level of study

first-cycle

Course offered in

english

Form of study

full-time

Requirements

elective

### Number of hours

Lecture

0

Laboratory classes

0

Other (e.g. online)

0

Tutorials

30

Projects/seminars

0

### Number of credit points

3,00

### Coordinators

mgr Waldemar Korczyk

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### Lecturers

### Prerequisites

Knowledge: The already acquired language competence compatible with level B1 (CEFR). Skills: The ability to use vocabulary and grammatical structures required on the high school graduation exam with regard to productive and receptive skills. Social competences: The ability to work individually and in a group; the ability to use various sources of information and reference works.

### Course objective

Course objectives: 1. Advancing students' language competence towards at least level B2 (CEFR). 2. Development of the ability to use academic and field specific language effectively in both receptive and productive language skills. 3. Improving the ability to understand field specific texts (familiarizing students with basic translation techniques). 4. Improving the ability to function effectively on an international market and on a daily basis.

### Course-related learning outcomes

Knowledge:

the following issues:

1. desertification and water crisis.

2. forest fires and toxic spills.  
 3. overgrazing and soil erosion.  
 and to be able to define and explain associated terms, phenomena and processes.  
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 1. desertification and water crisis.  
 2. forest fires and toxic spills.  
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 and to be able to define and explain associated terms, phenomena and processes.

**Skills:**  
**Knowledge:** As a result of the course, the student ought to acquire field specific vocabulary related to the following issues:  
 1. Desertification and water crisis.  
 2. Forest fires and toxic spills.  
 3. Overgrazing and soil erosion.  
 And to be able to define and explain associated terms, phenomena and processes

**Social competences:**  
 as a result of the course, the student is able to communicate effectively in a field specific/professional area, and to give a successful presentation in english.  
 the student is able to recognize and understand cultural differences in a professional and private conversation, and in a different cultural environment.  
 k\_u01, k\_u04, k\_u05, k\_u06

### Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Learning outcomes presented above are verified as follows:

- Formative assessment: current assessment (presentation, test, MT test).
- Summative assessment: pass with a grade after in-class or online tests.

### Programme content

Students continue working with technical texts, perfecting the ability gained in the previous semester. Introducing next environmental issues: desertification and its influence on habitats. What causes the desertification. Forest fires with the illegal slash and burn technique as the factor disabling the vegetation. Types of fires. Overgrazing as the culprit behind compacting the soil.

### Teaching methods

Listening, reading, writing and speaking English.

### Bibliography

Basic  
 Dziuba D., Environmental Issues, Angielski dla studentów ochrony środowiska, Łódź, Wydawnictwo Uniwersytetu Łódzkiego, 2013.

Additional  
 Evans V., Dooley J., Blum E., Environmental Science, Newbury, Express Publishing, 2013.

### Breakdown of average student's workload

	Hours	ECTS
Total workload	75	3,00
Classes requiring direct contact with the teacher	38	1,50
Student's own work (literature studies, preparation for laboratory classes/ tutorials, preparation for tests/exam, project preparation)	37	1,50