

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Advanced scientific English**
2. Course code: **01-BTA-ENGADV**
3. Course type (compulsory or optional): **compulsory**
4. Study programme name: **Biotechnology**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **2nd cycle of studies**
6. Educational profile (general academic profile or practical profile): **general academic profile**
7. Year of studies (if relevant): **I**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours):
conversatorium: 15 hours
seminars: 15 hours
9. Number of ECTS credits: **2**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff:
dr hab. Agnieszka Ludwików, ludwika@amu.edu.pl
mgr Marta Rudnicka, marta.rudnicka@amu.edu.pl, Studium Językowe UAM
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no:

II. Detailed information

1. Course aim (aims)
 1. To prepare students for an active participation in classes conducted in English
 2. To improve students' speaking skills so that they can easily communicate on a variety of topics in formal and informal situations
 3. To improve students' professional presentation and discussion skills
 4. To develop writing skills in formal academic English and prepare students for writing various types of texts
 5. To improve grammar at the advanced and proficiency level
 6. To practise and expand students' vocabulary at the advanced and proficiency level
 7. To improve students' listening comprehension skills to make them understand classes taught exclusively in English
2. Pre-requisites in terms of knowledge, skills and social competences (if relevant)

The only preliminary requirement for the course is good command of English at the intermediate or upper-intermediate level.
3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes (EK)

Course learning outcome symbol (EU)	On successful completion of this course, a student will be able to:	Reference to study programme learning outcomes (EK)
EU_01	Speak fluent English to communicate effectively on a variety of topics, take part in scientific discourse and be able to form properly structured questions and answers	BT_U05, BT_U04
EU_02	Understand spoken English to participate in class activities	BT_U05
EU_03	Use more complex grammatical structures at the advanced and proficiency levels	BT_U05
EU_04	Write properly a variety of texts in academic English	BT_U05
EU_05	Use the enriched vocabulary including formal, academic terminology as well as technical terms and scientific vocabulary used by biologists	BT_U05, BT_W09

EU_06	Give a short and professional presentation in fluent English and handling discussion	BT_W09, BT_U04, BT_U05, BT_U06, BT_K04
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4. Learning content with reference to course learning outcomes (EU)

Course learning content	Course learning outcome symbol (EU)
Listening comprehension practice – exposure to a variety of texts ranging from informal to formal ones including the texts containing academic and scientific biological vocabulary	EU_02, EU_05
Speaking – discussions on the basis of texts given during the classes and the ones given prior to the class; discussions following listening comprehension practice; in-class discussions based on students' presentations	EU_01, EU_02, EU_05, EU_06
Vocabulary – enriching students' vocabulary and enforcing its use for everyday situations as well as formal ones such as presentations. Vocabulary tasks will be incorporated in listening, writing, speaking and grammar practice.	EU_01, EU_02, EU_03, EU_04, EU_05, EU_06
Grammar- revision of the grammatical rules and structures learned so far; focus on more complex structures and their effective use in both spoken and written register; grammar will be explained in reference to listening and presentation skill practice as well.	EU_01, EU_02, EU_03, EU_04, EU_05, EU_06
Writing – introduction of elements of a coherent paragraph (topic sentence, body, concluding sentence); various types of paragraphs; exposure to a variety of essays; characteristics of proper academic writing; short forms – emails, abstract	EU_03, EU_04, EU_05
Presentation – a structure of a coherent presentation; use of proper vocabulary, grammar and speaking skills to deliver a presentation; the presentation will be followed by in-class discussion	EU_01, EU_02, EU_04, EU_05, EU_06

5. Reading list (fragments indicated by the teachers)

1. Evans, Virginia: CPE Use of English 1 (for the revised Cambridge Proficiency Examination), Express Publishing, , 2002
2. Gethin, Hugh: Grammar in Context: Proficiency Level English, Collins, , 1990
3. Harrison, Mark: New Proficiency Testbuilder, Macmillan, , 2002
4. Hewings, M: Advanced Grammar in Use, Cambridge University Press, , 1999
5. Hornby, A. S. (ed.): Oxford Advanced Learner, Oxford University Press, , 2010
6. Matasek, M: English Advanced Vocabulary and Structure Practice, Altravox Press, , 1997
7. McCarthy, Michael & Felicity O: Academic Vocabulary in Use, Cambridge University Press, , 2008
8. Myszal, M: Tests in English Thematic Vocabulary, WSiP, , 1995
9. Oshima, Alice & Ann Hoque: Writing Academic English. (4th edition.), Pearson Education, , 2005
10. Oxford Collocations Dictionary for Students of English: Oxford Collocations Dictionary for Students of English, Oxford University Press, ,
11. Side, Richard & Guy Wellman: Grammar and Vocabulary for Cambridge Advanced and Proficiency, Longman, , 2000
12. Thomson, A.J. & A. V. Martinet: A Practical English Grammar, Oxford University Press, , 1986
13. Thomson, A.J. & A. V. Martinet: A Practical English Grammar Exercises 1, Oxford University Press, , 1986
14. Thomson, A.J. & A. V. Martinet: A Practical English Grammar Exercises 2, Oxford University Press, , 1986
15. Vince, Michael: Advanced Language Practice (with key), Macmillan, , 2004
16. Watcyn-Jones, P: Test Your Grammar and Usage, Penguin Books, , 1996
17. Wellman, G: The Heinemann English Wordbuilder, Heinemann, , 1989

18. Yule, George: Oxford Practice Grammar (Advanced), Oxford University Press, , 2006

19. Zemach, D. E. & Lisa A. Rumisek: Academic Writing: From Paragraph to Essay, Macmillan, , 2005

III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick or/and suggest different methods)

Teaching and learning methods and activities	
Lecture with a multimedia presentation	
Interactive lecture	
Problem – based lecture	
Discussions	X
Text-based work	X
Case study work	X
Problem-based learning	X
Educational simulation/game	X
Task – solving learning (eg. calculation, artistic, practical tasks)	X
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	X
Project work	X
Demonstration and observation	X
Sound and/or video demonstration	X
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	X
Group work	X
Blended learning	X

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO or/and suggest different methods)

Assessment methods	Course learning outcome symbol					
	EU_1	EU_2	EU_3	EU_4	EU_5	EU_6
Written exam						
Oral exam						
Open book exam						
Written test			X		X	
Oral test	X	X	X		X	
Multiple choice test			X		X	
Project			X		X	X
Essay			X	X	X	
Report			X	X	X	
Individual presentation			X		X	X
Practical exam (performance observation)						X
Portfolio						

3. Student workload and ECTS credits

Activity types	Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme	30
Preparation for classes	10
Reading for classes	4
Essay / report / presentation / demonstration preparation, etc.	2
Project preparation	5
Term paper preparation	3
Exam preparation	2
Total hours	56
Total ECTS credits for the course	2

4. Assessment criteria according to AMU in Poznan grade system

Very good (bdb; 5,0): Student's level of activity (understanding content, activity during classes) is flawless, final test 93-100%

Good plus (+db; 4,5): Student's level of activity (understanding content, activity during classes) is very good, final test 85-92%

Good (db; 4,0): Student's level of activity (understanding content activity during classes) is good, final test 77-84%

Satisfactory plus (+dst; 3,5): Student's level of activity (understanding content activity during classes) is satisfactory, final test 69-76%

Satisfactory (dst; 3,0): Student's level of activity (understanding content, activity during classes) is satisfactory, but including many mistakes, final test 61-68%

Unsatisfactory (ndst; 2,0): Student's level of activity (understanding content, activity during classes) is unsatisfactory, final test below 61%