COURSE DESCRIPTION CARD - SYLLABUS

Course name
ENGLISH FOR ACADEMIC PURPOSES (1)

Course

Proposed by Discipline
-

Type of studies
Doctoral School

Form of study
full-time

Year/Semester
I/1

Course offered in
English

Requirements
compulsory

Number of hours

Lecture	Tutorials	Projects/seminars
	10	

Number of credit points

2

Lecturers

Responsible for the course/lecturer:
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Responsible for the course/lecturer:
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Prerequisites

Knowledge: the already acquired academic and language competence compatible with level B2/C1 (CEFR).

Skills: the ability to use academic and scientific vocabulary and grammatical structures required on the second cycle studies with regard to productive and receptive skills.

Social competences: PhD Student is able to work individually and in a group. PhD Student is able to communicate in English in a scientific and professional environment. PhD Student can perform in public, knows the language forms appearing in the academic discussion, is able to participate actively in international conferences understanding intercultural differences.

Course objective

1. Advancing students' academic language competence towards C1 level (CEFR).
2. Development of the ability to use academic and scientific language effectively in both receptive and productive language skills.
3. Improving the ability to write scientific narrative text, use formal academic register paraphrase and sum up.

4. Improving the ability to function effectively in international scientific society.
5. Improving skills related to the presentation of the doctoral dissertation and the paper on an international forum.

Course-related learning outcomes

Knowledge

A PhD student who graduated from doctoral school knows and understands:

1. the world knowledge including theoretical basis, general and selected specific problems in the disciplines of the doctoral school to a degree permitting revision of the currently valid paradigms - general academic and specialist vocabulary required for the doctoral exam, [P8S_WG/SzD_W01]
2. the main tendencies currently developed in the disciplines of doctoral school - scientific vocabulary and terminology used at international conferences, [P8S_WG/SzD_W02]
3. vocabulary and written language rules for the needs of scientific and research works - academic style form of narrative scientific text paraphrasing and summarizing - ability to define, characterize and explain terms and phenomena in the field of research. [P8S_WG/SzD_W04]

Skills

A PhD student who graduated from doctoral school can:

1. use the knowledge from different disciplines for creative identification, formulation and innovative solution of complex problems and to carry out research work - formulate a scientific text in English where he/she explains and describes a selected field specific topic, [P8S_UW/SzD_U01]
2. critically analyze and evaluate of research work results, expert opinions and other works of creative character, and evaluate their contribution to the development of knowledge - use academic formal style in both speaking and writing, [P8S_UW/SzD_U02]
3. transfer results of research work to the economic and social spheres - paraphrase and sum up a scientific text - understand and analyze world literature in a given field of education and correspond with international scientific and research institutions - take part in scientific debate, interpret and analyze data using the principles of rhetoric. [P8S_UW/SzD_U03]

Social competences

A PhD student who graduated from doctoral school is ready to:

1. critically assess the achievements within a given scientific discipline - communicate effectively in a field specific/professional area, and to write scientific texts in academic register, [P8S_KK/SzD_K01]
2. critically evaluate his/her own contribution to the development of a given scientific discipline - popularize the effects of his research, knowledge of his/her scientific field and his own research and scientific achievements in the scientific forum, [P8S_KK/SzD_K02]
3. acknowledge the importance of knowledge in solving cognitive and practical problems - able to appear in public, give presentations, papers, take part in debates - able to communicate effectively and freely in an international academic environment. [P8S_KK/SzD_K03]

Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

PQF code	Methods for verification of learning outcomes	Assessment criteria
W01, W02, W04	The student actively takes part in tutorials answering teacher's questions, practicing and working on source materials Presence and commitment	30%
U01, U02, U03	The student submits 2 final tasks according to specific criteria: bio; summary of the scientific article Task 1: Written form of narration (bio) Task 2: Writing a summary of a scientific article	 Task 1 - 20% Task 2 - 50%
K01, K02, K03	The student critically refers to the achievements within a given scientific discipline	PERCENTAGE - FINAL GRADE 91-100% - 5.0 82-90% - 4.5 73-81% - 4.0 64-72% - 3.5 55-63% - 3.0 0-54% - 2.0

Programme content

1. Introduction to the course (credit requirements: Task 1 - Student's bio, Task 2 – Summary of a scientific article).
2. Writing as a process.
3. Narration (introduction / ending / conclusion).
4. Formal academic style (analysis of results, comparison and contrast, classification, procedures, evaluation, introduction, conclusions).
5. Paraphrasing (paragraph / abstract).
6. Summarising (paragraph / abstract).

Teaching methods

Tutorials: multimedia presentation including illustrations and examples.

Bibliography

Basic

1. "Academic Vocabulary in Use", M. McCarthy & F. O'Dell, 2008, CUP.
2. "Academic Writing Course", R.R. Jordan, 2005, Longman.
3. "Cambridge English for Scientists", Tamzen Armer, 2011, CUP.
4. "English for Academics - a communication skills course for tutors, lecturers and PhD students". Book 1 and 2 – in collaboration with the British Council, 2014, CUP.

Additional

1. "Cambridge Academic English" /3 levels/, Ch. Sowton & M. Hewings, 2012, CUP.
2. "Advanced Writing with English in Use", H. Cory /CAE/, 2003, Oxford.

Breakdown of average student's workload

	Hours	ECTS
Total workload	50	2.0
Classes requiring direct contact with the teacher	10	0.4
Student's own work (literature studies, preparation for tutorials, project preparation, consultations with the teacher) [1]	40	1.6

[1] delete or add other activities as appropriate