



WNoŻiR



<i>Field of study</i>		Aquaculture and Fisheries					
<i>Mode of study</i>		stationary	<i>Level</i>		first cycle		
<i>Graduate's qualification</i>		inżynier					
<i>Fields of science</i>		agricultural sciences					
<i>Disciplines of science</i>		animal science and fisheries (100%)					
<i>Educational profile</i>		general academic					
<i>Module</i>							
<i>Course unit</i>		<b>Foreign language 2 (German)</b>					
<i>Code</i>		WNOZIR/AQF/S1/					
<i>Field of specialisation</i>							
<i>Administering faculty</i>		Studium Praktycznej Nauki Języków Obcych					
<i>ECTS</i>		3.0	<i>ECTS (forms)</i>		3.0		
<i>Form of course credit</i>		examination	<i>Language</i>		german		
<i>Electives</i>		2	<i>Elective group</i>				
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
foreign language course		LK	2	75	3.0	1.00	examination
<i>Leading teacher</i>		Obstawski Andrzej (Andrzej.Obstawski@zut.edu.pl)					
<i>Other teachers</i>		Głębocka Katarzyna (Katarzyna.Glebocka@zut.edu.pl), Miklewicz Izabela (Izabela.Miklewicz@zut.edu.pl)					
<i>Prerequisites</i>							
W-1		The necessary prerequisite for attending the course is the knowledge of English at level B2 of CEFR.					
<i>Module/course unit objectives</i>							
C-1		The aim of the course is to obtain the skills to function in an academic environment using various linguistic techniques including writing a paper, making a presentation and communicating at conferences.					
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>
T-LK-1	Financial arrangements and education. Searching the web for university offers - presentation of various university arrangements (students' project).						3
T-LK-2	Cause & effect in academic research; discussing and reporting concepts; analysis of results, discussing the meaning.						10
T-LK-3	Research & study aims; points of view; degrees of certainty; Presentation of an argument. Discussion.						8
T-LK-4	Making a presentation (expressions, video demonstrating various presentations). Presentations delivered by students as part of the course.						10
T-LK-5	Research methods (useful nouns & expressions); Classification system; Connecting data & evidence; Article -writing a review.						8
T-LK-6	Describing problems (introducing, responding, solving); Comparing & contrasting (linking expressions); Technological processes & procedures. Case study - topic chosen by the students.						10
T-LK-7	Describing changes (verbs/adjectives); Evaluation & emphasis; Summary & conclusion. Writing a report from a chosen webinar on technological aspects.						8
T-LK-8	Formal and informal academic words and expressions.						4
T-LK-9	British and North American academic vocabulary.						4
T-LK-10	Tests during semester - 3 x 1 hour testing the knowledge of studied material						3
T-LK-11	Revision of material						7
<i>Student workload - forms of activity</i>							<i>Number of hours</i>
A-LK-1	Practical classes						75
A-LK-2	Preparation for classes						10
A-LK-3	Individual tutorials						5
<i>Teaching methods / tools</i>							
M-1	Practical classes						
M-2	Group work						
M-3	Presentation						
M-4	Discussion						
M-5	Work with text						
M-6	Listening comprehension						



### Evaluation methods (F - progressive, P - final)

S-1	F	Presentation (F)
S-2	F	Test

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Reference to Learning Outcomes for qualifications at PQF 6, 7 or 8	Reference to learning outcomes for qualifications at level 6 or 7 that enable acquiring engineering competences	Course objectives	Course content	Teaching methods	Evaluation methods
----------------------------	---	--	---	-------------------	----------------	------------------	--------------------

### Knowledge

AQF_1A_B03b_W01 Has the knowledge necessary to understand academic language crucial for writing academic papers, reading the papers at conferences and conducting a discourse pertainin to engineering activity.	AQF_1A_W16	P6S_WK	P6S_WK	C-1	T-LK-1	M-1 M-2 M-3 M-4 M-5 M-6	S-1 S-2
---	------------	--------	--------	-----	--------	--	------------

### Skills

AQF_1A_B03b_U01 A student is able to communicate with professionals and others employing various techniques when transferring information in English and completing an engineering task.  A student is able to prepare in English a report, review and presentation using a repertoire of relevant techniques.  A student is able to improve his communication and academic skills.	AQF_1A_U02 AQF_1A_U03 AQF_1A_U05 AQF_1A_U06	P6S_UK P6S_UO P6S_UU P6S_UW		C-1	T-LK-1	M-1 M-2 M-3 M-4 M-5 M-6	S-1 S-2
--	--	--------------------------------------	--	-----	--------	--	------------

### Social competences

AQF_1A_B03b_K01 A student is aware of the necessity of developing and perfecting his language competences.	AQF_1A_K01 AQF_1A_K05 AQF_1A_K06	P6S_KK P6S_KO P6S_KR		C-1		M-1 M-2 M-3 M-4 M-5 M-6	S-1 S-2
---	--	----------------------------	--	-----	--	--	------------

Outcomes	Grade	Evaluation criterion
----------	-------	----------------------

### Knowledge

AQF_1A_B03b_W01	2,0	
	3,0	A student knows how to write an academic paper, report and make a presentation in an adequate form.
	3,5	
	4,0	
	4,5	
	5,0	

### Skills

AQF_1A_B03b_U01	2,0	
	3,0	A student is able to communicate with various entities in a verbal and written form at the B2 level of CEFR.
	3,5	
	4,0	
	4,5	
	5,0	

### Other social competences

AQF_1A_B03b_K01	2,0	
	3,0	A student is aware of the necessity of constant learning and improving his/her linguistic and academic skills in an adequate way.
	3,5	
	4,0	
	4,5	
	5,0	

### Required reading

1. Michael McCarthy, Felicity O'Dell, Academic Vocabulary in Use, Cambridge University Press, 2008
2. Sarah Lane, Instant academic skills, Cambridge University Press, 2011

### Supplementary reading

1. E.H.Glendingning, Oxford English for Careers: Technology 1, Oxford University Press, 2007
2. The global Warming debate: A case study, [http://chem.ucr.edu/documents/case\\_study/gw\\_case\\_intro.pdf](http://chem.ucr.edu/documents/case_study/gw_case_intro.pdf)
3. Journals step up plagiarism policing, <https://www.nature.com/news/2010/100705/full/466167a.html>
4. Keith Kelly, Aquatic and terrestrial environments, Science Macmillan, Macmillan, 2008



Zachodniopomorski Uniwersytet Technologiczny w Szczecinie

**Faculty of Food Sciences and Fisheries**

*Supplementary reading*

5. Effect of aquaculture on world fish supplies, Nature, Vol.405/29, 2000 Macmillan Magazines Ltd., 2000, [www.nature.com](http://www.nature.com)