



## COURSE CARD

### 1. Basic information

Course name in English:	B2 English for Academic Purposes – Writing	
Course name in Polish:	Język angielski B2 w kontekście naukowym – pisanie	
Number of hours:	30	
Type of course:	Language course	
Form of course:	Language course	
Code of course:	SJO0SD-24SD00007C	
Course leader:	Head of English Language Section	
Faculty of the course leader:	The Department of Foreign Languages	
Email address of the course leader:	<a href="https://sjo.pwr.edu.pl/en/about-us/authorities">https://sjo.pwr.edu.pl/en/about-us/authorities</a>	
Scientific discipline(s) assigned to the course (doctoral students representing the marked disciplines can participate in the course):	Architecture and urban planning	<input checked="" type="checkbox"/>
	Automation, electronic, electrical engineering and space technologies	<input checked="" type="checkbox"/>
	Information and communication technology	<input checked="" type="checkbox"/>
	Biomedical engineering	<input checked="" type="checkbox"/>
	Chemical engineering	<input checked="" type="checkbox"/>
	Civil engineering, geodesy and transport	<input checked="" type="checkbox"/>
	Materials engineering	<input checked="" type="checkbox"/>
	Mechanical engineering	<input checked="" type="checkbox"/>
	Environmental engineering, mining, and energy	<input checked="" type="checkbox"/>
	Mathematics	<input checked="" type="checkbox"/>
	Chemical sciences	<input checked="" type="checkbox"/>
	Physical sciences	<input checked="" type="checkbox"/>
Management and quality studies	<input checked="" type="checkbox"/>	

### 2. Objectives

1. Recognizing the objectives and significance of academic writing.
2. Enhancing writing quality by improving grammar and style, effectively employing diverse sentence structures.
3. Developing abilities in rephrasing, condensing research articles, and crafting brief abstracts.

### 3. Content

*Detailed information about the course content, including topics and form of classes.*

No.	Topic	Number of hours	Form of classes
1	Course introduction. Understanding the purpose of academic writing.	2	Language course



2-3	Grammar and style refinement. Using varied sentence structures.	4	Language course
4	Expanding lexical range and sensitivity.	2	Language course
5	Mastering collocations and cautious language.	2	Language course
6-7	Refining sentence and paragraph paraphrasing.	4	Language course
8	Describing processes and visual elements (of a paper).	2	Language course
9	Editing and proofreading techniques.	2	Language course
10	Writing professional emails to professors, colleagues, and conference organizers.	2	Language course
11-12	Summarizing research articles.	4	Language course
13	Writing concise abstracts for conference submissions.	2	Language course
14	Avoiding plagiarism and properly citing sources.	2	Language course
15	Course summary. Students' assessment.	2	Language course

#### 4. Prerequisites

*List of prerequisites relating to knowledge, skills and other competences for course participants.*

Knowledge of English language at the B2 level on the Common European Framework of Reference for Languages (CEFR) scale.

#### 5. Learning outcomes

*List of learning outcomes at level 8 of the Polish Qualifications Framework assigned to the course (mark the learning outcomes in the last column).*

Symbol	Learning outcome	
	<b>KNOWLEDGE. Doctoral student knows and understands:</b>	
SzD_W3	the main trends in the development of the scientific or artistic disciplines covered in the curricula;	<input type="checkbox"/>
SzD_W4	research methodology;	<input type="checkbox"/>
SzD_W5	the rules for the dissemination of scientific results, including in open access mode;	<input type="checkbox"/>
SzD_W6	the fundamental dilemmas of modern civilization;	<input type="checkbox"/>
SzD_W7	the legal and ethical conditions of scientific activity;	<input type="checkbox"/>
SzD_W8	the economic and other relevant conditions of scientific activity;	<input type="checkbox"/>
SzD_W9	basic principles of knowledge transfer to the economic and social spheres and commercialisation of results of scientific activity and know-how related to these results.	<input type="checkbox"/>
	<b>SKILLS. Doctoral student is able to:</b>	
SzD_U2	use knowledge from different fields of science or art to creatively identify, formulate and innovatively solve complex problems or perform research tasks, in particular: - define the purpose and subject of scientific research, formulate a research hypothesis,	<input type="checkbox"/>



	- develop research methods, techniques and tools, and use them creatively, - draw conclusions on the basis of scientific research; critically analyse and evaluate the results of scientific research, expertise and other creative work and their contribution to knowledge development; transfer the results of scientific activities to the economic and social spheres;	
SzD_U3	communicate on specialised topics to the extent that they enable an active participation in the international scientific community;	<input type="checkbox"/>
SzD_U4	disseminate research results, including in popular forms;	<input type="checkbox"/>
SzD_U5	initiate debates and participate in a scientific discourse;	<input type="checkbox"/>
SzD_U6	be able to speak a foreign language at B2 level of the Common European Framework of Reference for Languages to a level that enables them to participate in the international scientific and professional environment;	<input checked="" type="checkbox"/>
SzD_U7	plan and implement an individual or collective research or creative activity, including in an international environment;	<input type="checkbox"/>
SzD_U8	independently plan and act for one's own development and inspire and organize the development of others;	<input type="checkbox"/>
SzD_U9	plan classes or groups of classes and implement them using modern methods and tools.	<input type="checkbox"/>
	<i>SOCIAL COMPETENCES. Doctoral student is ready to:</i>	
SzD_K3	fulfilling the social obligations of researchers and creators, initiate public interest activities, thinking and acting in an entrepreneurial way;	<input type="checkbox"/>
SzD_K4	maintaining and developing the ethos of research and creative environments, including: - carrying out scientific activities in an independent manner, - respecting the principle of public ownership of research results, taking into account the principles of intellectual property protection.	<input type="checkbox"/>

## 6. Evaluation

*Short description of the method(s) used to evaluate the learning outcomes assigned to the course, e.g., exam, test, report, presentation, etc.*

1. Evaluation of students' preparation for class, active participation in class discussion, and completion of assigned tasks pertinent to the course.
2. Reviewing students' collaborative work in pairs and groups to accomplish designated tasks, including peer feedback evaluation.
3. Assessment of students' individual writing assignments throughout the course.

## 7. Teaching methods

*Short description of the teaching methods used during the course, e.g., multimedia presentation, discussion, literature studies, developing written documents, own work, etc.*

1. Workshops and small group discussions: practicing writing skills, collaborating with peers on various writing tasks.
2. Modelling and guided writing practice: familiarizing with model texts and examples of well-written academic pieces to understand writing conventions and structures, followed by practice sessions.



3. Professional writing case studies: analyzing emails, research abstracts, scholarly articles, proposals.
4. Peer review sessions: exchanging drafts.
5. Individualized feedback and correction.

## 8. Literature

*List of primary and secondary literature used to prepare the course and including additional knowledge for participants, e.g., books, textbooks, research papers, standards, web pages, etc.*

Primary literature:

1. Bailey, S. *Academic Writing*. London and New York: Routledge.
2. Dąbrowska, Ilona. *Academic Writing Practice for Engineers*. Kraków: AGH.
3. Chazal, E., & McCarter, S. *Oxford EAP: Upper-intermediate/B2*. Oxford: Oxford University Press.
4. Kane, T.S. *The Oxford Essential Guide to Writing*. New York: Berkley.
5. Trask, R.L. *The Penguin Guide to Punctuation*. Penguin Group.
6. *Oxford Collocations Dictionary*. Oxford University Press.
7. McCarthy, M., & O'Dell, F. *Academic Vocabulary in Use*. Cambridge University Press.
8. Purdue Online Writing Lab. ([www.owl.english.purdue.edu](http://www.owl.english.purdue.edu))
9. Jagiellonian University Abstract Repository. ([www.abstract.icj.uj.edu.pl](http://www.abstract.icj.uj.edu.pl))

Secondary literature:

1. Authentic materials.
2. Teachers' own materials.

## 9. Other remarks

*Additional remarks, comments, (e.g., language of the course)*

The course is conducted in English.