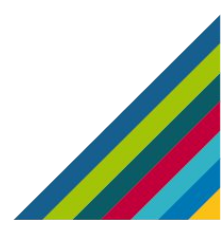




# STUDY GUIDE

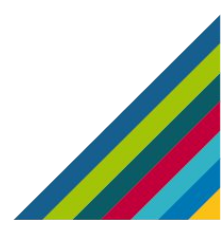
## ENGLISH FOR ACADEMIC PURPOSES

Organised by  
EUNICE





1. IDENTIFYING DATA.	
• <b>Course Name.</b>	English for Academic Purposes
• <b>Coordinating University.</b>	<b>EUNICE</b>
• <b>Partner University Involved.</b>	<b>All the universities within the consortium</b>
• <b>Course Field(s).</b>	<b>Modern language</b>
• <b>Related Study Programme.</b>	N/A
• <b>Course Code.</b>	N/A
• <b>ISCED Code.</b>	N/A
• <b>SDG.</b>	<a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a> : 4, 17
• <b>Study Level.</b>	PhD
• <b>Number of ECTS credits allocated.</b>	2 ECTS
• <b>Mode of Delivery.</b>	Online - Synchronous Classes
• <b>Language of Instruction.</b>	English
• <b>Delivery Period.</b>	The academic year of 2022/23
• <b>Course Dates.</b>	Starting and end dates of the course – from 24th October to 10th December 2022 - Duration 15 hours
• <b>Precise Schedule of the Lectures.</b>	MODULE 1: <ul style="list-style-type: none"> <li>• Thursday 27<sup>th</sup> October: 10:00-11:00CET; 11:15-12:15CET</li> <li>• Thursday 3<sup>rd</sup> November: 10:00-11:00CET; 11:15-12:15CET</li> <li>• Friday 4<sup>th</sup> of November: 10:00-11:00CET</li> </ul> MODULE 2: <ul style="list-style-type: none"> <li>• Friday 11<sup>th</sup> November 9.00-10.00 CET; 10.15 – 11.15 CET</li> <li>• Friday 18<sup>th</sup> November 9.00-10.00 CET; 10.15 – 11.15 CET</li> <li>• Friday 25<sup>th</sup> November 9.00-10.00 CET</li> </ul> MODULE 3 <ul style="list-style-type: none"> <li>• Friday 25<sup>th</sup> November 10.15 – 11.15 CET</li> <li>• Friday 2<sup>nd</sup> December 9.00-10.00 CET; 10.15 – 11.15 CET</li> <li>• Friday 9<sup>th</sup> December 9.00-10.00 CET; 10.15 – 11.15 CET</li> </ul>
• <b>Key Words.</b>	abstracts, conferences, presentations
• <b>Catchy Phrase.</b>	“Knowledge of languages is the doorway to wisdom.” Roger Bacon
• <b>Link to Course Guide.</b>	N/A
• <b>Prerequisites and co-requisites.</b>	B2-C1 in English (CEFR level); EUNICE students, science and engineering students.
• <b>Number of EUNICE students</b>	14





<b>that can attend the Course.</b>	
• <b>Applications Deadline.</b>	10th October

## 2. CONTACT DETAILS.

• <b>Department.</b>	Centre of Languages and Communication at Poznań University of Technology
• <b>Name of Lecturer.</b>	Barbara Sawicka, PhD
• <b>E-mail.</b>	<a href="mailto:barbara.sawicka@put.poznan.pl">barbara.sawicka@put.poznan.pl</a>
• <b>Office.</b>	Centre of Languages and Communication at Poznań University of Technology · Website: <a href="https://www.clc.put.poznan.pl">https://www.clc.put.poznan.pl</a> · Email address: <a href="mailto:office_clc@put.poznan.pl">office_clc@put.poznan.pl</a>
• <b>Other Lecturers.</b>	Brigitte Friant-Kessler, PhD <a href="mailto:Brigitte.Friant-Kessler@uphf.fr">Brigitte.Friant-Kessler@uphf.fr</a> Julia T. Williams Camus, PhD <a href="mailto:julia.williams@unican.es">julia.williams@unican.es</a> Dorota Żarnowska, MSc <a href="mailto:dorota.zarnowska@put.poznan.pl">dorota.zarnowska@put.poznan.pl</a>

## 3. COURSE CONTENT.

The course will provide three 5-hour modules concerning the communicative needs of PhD students who wish to participate at conferences. The modules will be delivered online in a synchronous mode. The modules concentrate on skills necessary for:

- writing abstracts;
- conducting an academic meeting and taking part in a discussion;
- presenting and interacting at conferences.

## 4. LEARNING OUTCOMES.

By the end of the course participants will have mastered:

- the ability to write abstracts following discipline specific conventions;
- the ability to lead and contribute effectively to a discussion on an academic topic;
- the ability to give effective presentations in different formats and to interact with other participants in conferences.

## 5. OBJECTIVES.

To provide knowledge and practice in the following fields/areas:

- the functions, types and structure of abstracts;
- linguistic and rhetorical patterns in abstracts;
- agreeing on the topic of a team conference presentation;
- selecting the content for the presentation from the source text and additional materials;



- discussing the structure, length, visual aids, etc.;
- dividing work, responsibilities and setting deadlines;
- preparing an oral meeting report;
- leading and participating in an academic meeting;
- presenting the synopsis of a paper or a research project orally in an academic setting;
- selecting content and commenting a slide-show or any other visual support (pace, timing);
- the do's and don'ts of visual efficiency in a variety of academic settings that imply oral skills;
- leading exchanges after a presentation and interacting with participants.

## 6. COURSE ORGANISATION

### MODULES

#### MODULE 1: Academic writing

Skills needed for writing abstracts and elements of research articles following a genre-based approach that takes into account interdisciplinary differences. The coordinating institution will be the University of Cantabria.

1.	Lesson 1. Introduction to abstracts: function, types and structure of abstracts
2.	Lesson 2. The rhetorical structure of abstracts in detail
3.	Lesson 3. Linguistic patterns in abstracts
4.	Lesson 4. Cohesion in abstracts
5.	Lesson 5. Evaluative language in abstracts

#### MODULE 2: Academic meeting

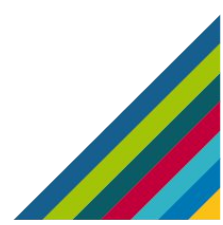
Conducting an academic meeting, taking part in a discussion, producing an oral report, expressing agreement/disagreement, asking for clarification, explaining, giving the floor, arguing, negotiating, mediating the concept. The coordinating institution will be Poznań University of Technology.

1.	Lesson 1. The structure of an academic article
2.	Lesson 2. Literature review
3.	Lesson 3. Preparing for a discussion
4.	Lesson 4. Preparing for a conference – part I
5.	Lesson 5. Preparing for a conference – part II

#### MODULE 3: Academic Presentation

Language and skills necessary for presenting at conferences, interaction with other participants in conferences, soft skills, different formats of presentations. The coordinating institution will be Université Polytechnique Hauts-de-France.

1.	Lesson 1. How to present a conference poster (workshop format)
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2.	Lesson 2. Being part of a round table with multiple participants from different disciplines
3.	Lesson 3. Chairing a panel at an international conference (how to indicate politely to speakers that time is up, how to generate engagement from the audience after the speaker's paper, how to sum up briefly what has just been presented so the audience can respond, how to formulate stimulating questions after a paper)
4.	Lesson 4. How to integrate a very brief biographic note in the introduction of a paper to situate my area of expertise
5.	Lesson 5. How to manage speech, pace, and content corresponding to a slideshow, how to present a video, or an audio integrated in a paper to illustrate a point
<b>LEARNING RESOURCES AND TOOLS</b>	
Zoom platform, educational media, virtual classroom activities	
<b>PLANNED LEARNING ACTIVITIES AND TEACHING METHODS</b>	
<ol style="list-style-type: none"> <li>1. Methodology: communicative language teaching, task based approach</li> <li>2. Learning activities: pair and group work, text based mediation activities, discussions, searching for information, text analysis, note taking, role play, giving presentations, writing abstracts</li> </ol>	

## 7. ASSESSMENT METHODS AND CRITERIA.

The knowledge acquired during the course is verified by 4 components:

- Preparation and delivery of presentations (team work) - passing threshold of 50%.
- Written assignment - passing threshold of 50%.
- A short quiz on topics covered during the course - passing threshold of 50%.

In order to pass the course each module needs to be successfully completed. The overall grade is the mean of the individual module scores.

Evaluation criteria: language use (accuracy and range); pragmatic competence (idiomatic and functional expressions).

### OBSERVATIONS.

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## 8. SITOGRAPHY AND TEACHING MATERIALS.

Carter, Matt. 2020. *Designing science presentations: A Visual Guide to Figures, Papers, Slides, Posters, and More*. London, Academic Press.

Hewings, Martin and Craig Thaine. 2013. *Cambridge Academic English*. Advanced. Cambridge: Cambridge University Press.

Hyland, Ken. 2004. *Disciplinary Discourses. Social Interactions in Academic Writing*. Michigan: The University of Michigan Press.

*Learn English*. (<https://learnenglish.britishcouncil.org/skills/listening/advanced-c1/a-project-management-meeting>) (date of access: 04 Apr. 2022).



Lundquist, Jennifer and Joya Misra. 2016. "Making Meetings Less Miserable", Inside Hirer Ed. (<https://www.insidehighered.com/advice/2016/04/14/tips-making-academic-meetings-valuable-and-productive-essay>) (date of access: 04 Apr. 2022).

Luo Jihong Wang, Xing, Mark Dooner and Jonathan Clarke. 2015. "Overview of current development in electrical energy storage technologies and the application potential in power system operation", Applied Energy. Volume 137, 511-536.

McCarthy, Michael and Felicity O'Dell. 2013. *Academic Vocabulary in Use*. Cambridge: Cambridge University Press.

Swales, John M. and Christine B. Feak. 2009. *Abstracts and the Writing of Abstracts*. Michigan: The University of Michigan Press.

Wilder, Claudyne and Jennifer Rotondo. 2002. *Point, Click & Wow! A Quick Guide to Brilliant Laptop Presentations*. 2nd Edition. Hoboken, N.J.: Jossey-Bass.

\*The schedule of the lectures may be adjusted after the course begins with the agreement of the teacher and course participants.

