

STUDY GUIDE

ENGLISH FOR ACADEMIC PURPOSES

Organised by

Poznan University of Technology PUT (Poland),
University of Cantabria UC (Spain), Université
Polytechnique des Hauts-de-France UPHF
(France)

1. IDENTIFYING DATA.		
• Course Name.	English for Academic Purposes	
• Coordinating University.	Poznan University of Technology (PUT)	
• Partner University Involved.	Université Polytechnique Hauts-de-France (UPHF), University of Cantabria (UC)	
• Course Field(s).	Modern language	
• Related Study Program.	N/A	
• ISCED Code.	0231	
• SDG.	https://sdgs.un.org/goals : 4, 17	
• Study Level.	PhD studies (D)	
• EUNICE Key Competencies	[Indicate the Key Competencies required for the course.]	
	<ul style="list-style-type: none"> • Green – strongly • Orange- moderately • Red – partially • Blank cell - not at all 	
	Problem solving	• Orange- moderately
	Teamworking	• Orange- moderately
	Communication	• Green – strongly
	Self-management	• Orange- moderately
	Cognitive flexibility	• Red – partially
	Digital competence	• Red – partially
Technical competence	• Red – partially	

	Global intercultural competence	• Green – strongly
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· Number of ECTS credits allocated.	2
· Mode of Delivery.	Online live, synchronous
· Language of Instruction.	English
· Course Dates.	Starting and end dates of the course – from 5 th March to 16 th April; Duration - 15 hours (15x45 mins); Time CET
· Precise Schedule of the Lectures.	<p>MODULE 1:</p> <ul style="list-style-type: none"> • Friday 5th March 2027, 10.00-11.30 am • Thursday 11th March 2027, 10.00-11.30 am • Friday 12th March 2027, 10.00-10.45 am <p>MODULE 2:</p> <ul style="list-style-type: none"> • Thursday 18th March 2027, 9.00 - 10.30 am • Thursday 25th March 2027, 9.00 - 10.30 am • Thursday 1st April 2027, 9.00 - 9.45 am <p>MODULE 3:</p> <ul style="list-style-type: none"> • Friday 2nd April 2027, 9.00 - 9.45 am • Friday 9th of April 2027, 9.00-10.45 am • Friday 16th of April 2027, 9.00-10.45 am <p>*The schedule of the lectures may be adjusted after the course begins, with the agreement of the teacher and the course participants.</p>
· Key Words.	English, science, engineering, academic writing, abstracts, presentations
· Catchy Phrase.	"Knowledge of languages is the doorway to wisdom." Roger Bacon

· Prerequisites and co-requisites.	B2-C1 in English CEFR level; EUNICE students (D); science and engineering students
· Number of EUNICE students that can attend the Course.	20

· Course inscription procedure(s).	Standard EUNICE procedure
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2. CONTACT DETAILS.

· Department.	Centre of Languages and Communication at Poznan University of Technology
· Name of Lecturer.	Barbara Sawicka, PhD
· E-mail.	barbara.sawicka@put.poznan.pl
· Other Lecturers.	Stephanie Schwerter Stephanie.Schwerter@uphf.fr Julia T. Williams Camus, PhD julia.williams@unican.es Dorota Żarnowska, MSc dorota.zarnowska@put.poznan.pl

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 with asynchronous components. The modules concentrate on skills necessary for:

- writing abstracts;
- analyzing the language of academic writing
- participating 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 a variety of sources;
- 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 on 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

	<p>MODULE 1: Academic Writing Skills necessary for writing abstracts and elements of research articles, following a genre-based approach that takes into account interdisciplinary differences. The coordinating institution will be UC.</p>
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 – part I
4.	Lesson 4. Linguistic patterns in abstracts – part II
5.	Lesson 5. Evaluative language in abstracts
	<p>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, and mediating the concept. The coordinating institution will be PUT.</p>
1.	Lesson 1. Analysing the structure of an academic article
2.	Lesson 2. Language of 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
	<p>MODULE 3: Academic Presentation</p>

	Language and skills necessary for presenting at conferences, interaction with other participants in conferences, soft skills, and different formats of presentations. The coordinating institution will be UPHF
1.	Lesson 1. How to present a conference poster (Workshop format)
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
LEARNING RESOURCES AND TOOLS	
Zoom platform, educational media, and virtual classroom activities	
PLANNED LEARNING ACTIVITIES AND TEACHING METHODS	
<ol style="list-style-type: none"> 1. Methodology: communicative language teaching, task-based approach 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 	

7. ASSESSMENT METHODS, CRITERIA AND PERIOD.

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

- Preparation and delivery of presentations (teamwork) - passing threshold of 50%.
- Written assignment - passing threshold of 50%.
- A short quiz on topics covered during the course - passing threshold of 50%.
- Attendance at a minimum 67% of classes

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.

8. BIBLIOGRAPHY AND TEACHING MATERIALS.

Bailey, Stephen. 2021. *Academic Writing*. London: Routledge.

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.